

379.7123
A91a
vii
Cap 1

ELEVENTH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

OF THE

PROVINCE OF ALBERTA

1916

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
Printed by J. W. Jeffery, King's Printer
1917



SCHOOL GARDEN — TABER, ALBERTA.



GARDEN — TABER, ALBERTA.

ELEVENTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1916

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
Printed by J. W. Jeffery, King's Printer
1917

349715
A 4 5 2
VII
Coul

16 N 178 (8865)

DEPARTMENT OF EDUCATION,
EDMONTON, August 1, 1917

To His Honour

ROBERT GEORGE BRETT,

Lieutenant-Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the
Department of Education for the year 1916.

I have the honour to be, Sir,

Your obedient servant,

JOHN R. BOYLE,

Minister of Education.

16 N 178 (8865)

CONTENTS

Part I.

	Page
Introduction by Minister.....	9
Report of Deputy Minister.....	11

Part II.

Report of Chief Inspector of Schools.....	19
Report of Principal Normal School, Calgary.....	24
Report of Principal Normal School, Camrose.....	29
Report of Director of Technical Education.....	38
Report of Director of Summer School.....	40
Report of Inspectors.....	46
Report of Supervisor of Schools among Foreigners.....	95
Report of Principal English School for Foreigners.....	98
Report of School Libraries Branch.....	100
Report of School Debenture Branch.....	103
Report of Chief Attendance Officer.....	106

Part III.

General Statistics.....	109
-------------------------	-----



Digitized by the Internet Archive
in 2014

PART I.

INTRODUCTION BY MINISTER
REPORT OF DEPUTY MINISTER

To His Honour

ROBERT GEORGE BRETT,

Lieutenant-Governor of the Province of Alberta.

SIR,—I beg to present to your Honour the Annual Report of the Department of Education for the year 1916.

Satisfactory progress has been made in educational work in this Province during 1916, notwithstanding the fact that the work has been carried on in the face of a number of difficulties. Our supply of teachers, already insufficient in numbers for the requirements of the schools, has been further depleted this year by enlistment for the Army in the great struggle in Europe.

Increased interest is being taken by the rural parts of the Province in secondary education, and a number of consolidated school districts which have been established will undertake this work.

During the year it has been necessary to make provision for the re-education and vocational training of the partially disabled soldiers as they return from Overseas. The Dominion Government, through the Military Hospitals Commission, approached the Department with a view to securing its advice, co-operation and assistance. Dr. James C. Miller, Provincial Director of Technical Education, was appointed District Vocational Officer to organize and develop this special service as quickly and effectively as possible. His report, which is being published as an appendix to the Report of the Department, will be found of interest to the people of the Province and of the Dominion. The Institute of Technology and Art which we are developing in the City of Calgary has devoted its energies mainly to the educational work for the returned soldiers.

It is gratifying to notice that the Province is still expanding and that we established this year 120 new school districts.

I have the honour to be, Sir,

Your obedient servant,

J. R. BOYLE,

Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education.

SIR,—I have the honour to submit herewith the eleventh annual report of the Department of Education for the Province of Alberta, including special reports and statistics for the year 1916.

The year was one in which both public and private institutions were disposed to retrench as much as possible, but as the general feeling prevails that education is the department of public service which can least afford to be interrupted, the Department has been able to maintain to a gratifying degree the efficiency of the various educational enterprises of the Province. It was inevitable, however, that the administration of the Department involved some perplexing problems which would not have been experienced under normal conditions. This applies in some measure to individual school boards, both rural and urban, as well as to the Department.

The financial condition, caused in part by the war, had the effect of limiting the amount of debentures issued by school boards and consequently school building operations were not nearly so extensive as they would have been under normal conditions. The need, however, of new school buildings was likewise limited through the falling off in immigration and the interruption in the rapid growth of the cities experienced a few years ago. Furthermore, it was believed in some quarters that the knowledge of the existence of financial stringency interfered with the payment of taxes to an unwarranted extent. Where suspicions of this character existed conscientious school officials were called upon to discriminate carefully between those who had a moral right to sympathetic consideration and those who were unworthily seeking to take advantage of the existing conditions. On the whole, the task of financing our school districts has been performed with gratifying efficiency and the amount of unpaid school taxes at the end of the year was less than that of any other year since the beginning of the war.

The ordinary expansion due to the organization of new school districts has kept pace with that of recent years. The number of new school districts organized during 1916 was 120, this number being identical with the number organized in 1915 and only five less than the number organized in 1914. At the same time, increased interest was shown in school consolidation and 16 school consolidations were formed during the year, the number of school district units included in them being 51. The total number of consolidations in the Province at the end of the year was 28, comprising 89 school district units, and this system of school organization and administration continues to grow in popularity.

The following comparative statement will indicate at a glance the increase in the number of school districts and in school attendance since the organization of the Province:

Year.	No. of School Districts	No. of School Districts Operating Schools	No. of Classrooms	Total Enrolment
1906.....	746	570	760	28,784
1907.....	902	694	945	34,338
1908.....	1,070	851	1,139	39,653
1909.....	1,250	970	1,323	46,048
1910.....	1,501	1,195	1,610	55,307
1911.....	1,784	1,392	1,902	61,660
1912.....	2,029	1,600	2,229	71,044
1913.....	2,235	1,705	2,511	79,909
1914.....	2,358	2,027	2,898	89,910
1915.....	2,478	2,138	3,082	97,286
1916.....	2,598	2,170	3,143	99,201

It will be seen that the increase in the enrolment for 1916 over that of 1915 is comparatively small, but the condition is one which might very reasonably be expected. The fact that there has been a slight falling off in the average attendance of pupils would appear to call for explanation. It will be noted that the increase in attendance is practically limited to the girls. Enlistment for overseas service was actively carried on in most of our secondary schools and at the same time, during the months when assistance was most needed on the farms, large numbers of boys (and in some cases girls) were permitted to assist in farming operations. In accordance with the general policy with respect to increased farm production, the School Attendance Act was less stringently enforced with respect to those who could reasonably be expected to assist in husbandry, and these various causes combined to lower slightly the average attendance for the year, notwithstanding the fact that the total enrolment was somewhat increased during the same period.

In order to meet changed conditions, a somewhat different method of classification becomes necessary to properly distinguish between graded and ungraded schools. Heretofore the classification of schools as "rural" and "urban" was practically synonymous with the classification "ungraded" and "graded." This similarity of classification is now rapidly disappearing. Not a few rural school districts now conduct graded schools, and as rural school districts enter into consolidations in increasingly large numbers, they pass from the list of ungraded schools to that of graded schools. It is necessary to bear this fact in mind in considering the following statement, showing the relationship existing between the enrolment in graded and ungraded schools since the formation of the Province:

Year.	Ungraded	Graded	Total
1905.....	13,619	10,635	24,254
1906.....	14,576	14,208	28,784
1907.....	16,344	17,994	34,338
1908.....	19,599	20,054	39,653
1909.....	23,165	22,883	46,048
1910.....	29,835	25,472	55,307
1911.....	32,098	29,562	61,660
1912.....	36,399	34,645	71,044
1913.....	39,287	40,662	79,909
1914.....	46,550	43,360	89,910
1915.....	51,207	46,079	97,286
1916.....	47,978	51,223	99,201

An encouraging feature of our educational progress is the fact that the percentage of pupils in the secondary grades is increasing much more rapidly in proportion than the total enrolment in the schools of the Province. That is to say, an increasingly larger percentage of the pupils attending school is found in the higher grades. Ten years ago only 2.64% of the pupils in the schools of Alberta were in the secondary grades; five years ago this had increased to 3.95%; in 1915 the percentage was 5.38 and in 1916 5.80.

These figures are sometimes erroneously interpreted as indicating that less than 6% of the pupils of our schools enter what are commonly known as the high school grades. If we assume that the pupils in Grades IX.-XII. in 1916 were among the pupils in Grades V.-VIII. in 1912 and among those of Grades I.-IV. in 1908, it is not difficult to make a fair estimate of the proportion of pupils who reach the high school grades. In 1912 there were in Grades V.-VIII., 18,109 pupils, and in 1916, when these pupils would, under ordinary conditions, have reached Grades IX.-XII., we find in these latter grades 5,755 pupils, or over 30%. Further calculations in this direction show that 46% of the number of pupils in Grade V. in 1912 were in Grade IX. in 1916; 31% of the number of pupils in Grade VI. in 1912 were in Grade X. in 1916; 32% of the number of pupils in Grade VII. in 1912 were in Grade XI. in 1916, and 12½% of the number of pupils in Grade VIII. in 1912 were in Grade XII. in 1916. The abnormal percentage in the case of Grade IX. is largely due to the fact that students are sometimes admitted to Grade IX., the first secondary school grade, before they are properly prepared for this advanced work—the Public School Leaving Examination not being a compulsory one—and never proceed further in the course. The falling off in the case of Grade XII. is readily explained by the fact that a large proportion of the students leave upon completing Grade XI. to enter the Normal Schools for training as teachers or the University as Matriculants. It is difficult to carry the present investigation further back than 1912, inasmuch as about that time the system of classification was changed from “standards” to “grades,” the relationship between these not being very clearly definable. Absolutely accurate data could be obtained only by following groups of pupils through their whole elementary and secondary school history, but the above calculations are sufficient to show that the percentage of our pupils reaching the secondary grades is much larger than that usually quoted.

The financial statistics contained in this report indicate that the school districts of the Province as a whole are in a satisfactory financial condition. There is, of course, evidence of more careful financing than usual and liabilities incurred by school districts are very much smaller than those of the former year. For instance, the proceeds from the sale of debentures during the year 1916 amounted to only \$155,884, as compared with \$951,205 during 1915, and the amount of temporary loans by note during 1916 was less than half of the amount borrowed in this way during the preceding year. It is gratifying to note, too, that the balance on hand at the end of the year was between two and three times the amount on hand twelve months earlier.

When we compare the receipts and expenditures of town and village districts with those of rural districts we find evidence of greater prosperity in the rural communities. Thus we find that of the money borrowed by debentures during the year more than two-thirds was for the rural school districts. The fact is worthy of note, too, that the unpaid salaries due teachers by the rural districts at the end of 1916 was only \$87,763, as compared with \$112,160 at the end of 1915, and

\$143,593 at the end of 1914. It is evident that the school boards of the Province as a whole have been giving during the past year or two much more careful attention to school financing than was formerly practised, and by the adoption of more systematic business methods have been able to secure almost unimpaired efficiency with considerably decreased expenditure.

In the statistical section of the report will be found a statement of the comparative cost of education in the various classes of school districts in the Province. In the cities the cost for the year for each pupil enrolled was \$54.26, as against \$60.29 in 1915 and \$67.06 in 1914. In town and village schools the cost per year for each pupil enrolled has remained practically constant during the three years, the cost being \$36.69 for 1916, \$35.98 for 1915, and \$36.79 for 1914. When, however, we classify all the schools of the Province as graded and ungraded, we find that during the last three years there has been a constant and marked decrease in the average cost per pupil attending graded schools, while in ungraded schools the cost has remained almost constant or assumed an upward tendency. This, I am confident, is largely due to the fact that the need for greater economy has made itself most strongly felt in the largest centres and less felt in the rural communities. The net result, when all the schools of the Province are included in the calculation, shows a moderate reduction in the cost per year for each pupil enrolled and a decided reduction in the average cost per pupil for each day in attendance.

The problem of the supply of teachers continues to be an ever-present and difficult one. The number of teachers who received Alberta certificates during the year on the strength of standing obtained elsewhere has been smaller than that of recent years, and it is becoming more evident that the Province will require, in greater measure, to depend upon its own resources with respect to the supply of teachers. During the year 1916 first class interim certificates were granted to 149 teachers, 115 of whom belonged to Alberta; second class interim certificates were granted to 332 teachers, 208 of whom belonged to the Province. In 1915 Alberta supplied 181 of the 236 teachers obtaining first class standing, and 402 of the 527 obtaining second class standing. It is to be regretted that it is still necessary to issue in considerable numbers provisional certificates or permits, and it is scarcely to be expected that conditions will be such as to render this unnecessary, at least during the continuance of the war.

The teaching ranks of the Province suffered further depletion during the year through the response given by many of our young men to the Empire's call for voluntary service overseas. It has so far been found impossible to secure accurate information with respect to the number of teachers serving overseas, but an estimate may be obtained by a comparison of the proportions existing between the numbers of male and female teachers employed during 1914 and of those employed during 1916. The number of female teachers employed in 1916 exceeded the number employed in 1914 by 630, while the number of male teachers employed in 1916 was fewer by 52 than the number employed two years before. It would thus appear that the number of young men enlisting from the teaching ranks exceeded the net increase in the teaching force of the Province. In addition to this, a very large proportion of the male students passing through the normal schools during the past two or three years have joined the colors without having actually engaged as teachers, while many of the male students in the higher grades of our secondary schools, as well as in the preparatory schools and colleges, and in the University, have responded to

the Empire's call and have acquitted themselves nobly in the defence of Honour, Justice and Truth. In their absence loyal women, devoted to the cause of Education, are carrying on the work so that there may be no serious break in the development of the educational institutions of the Province.

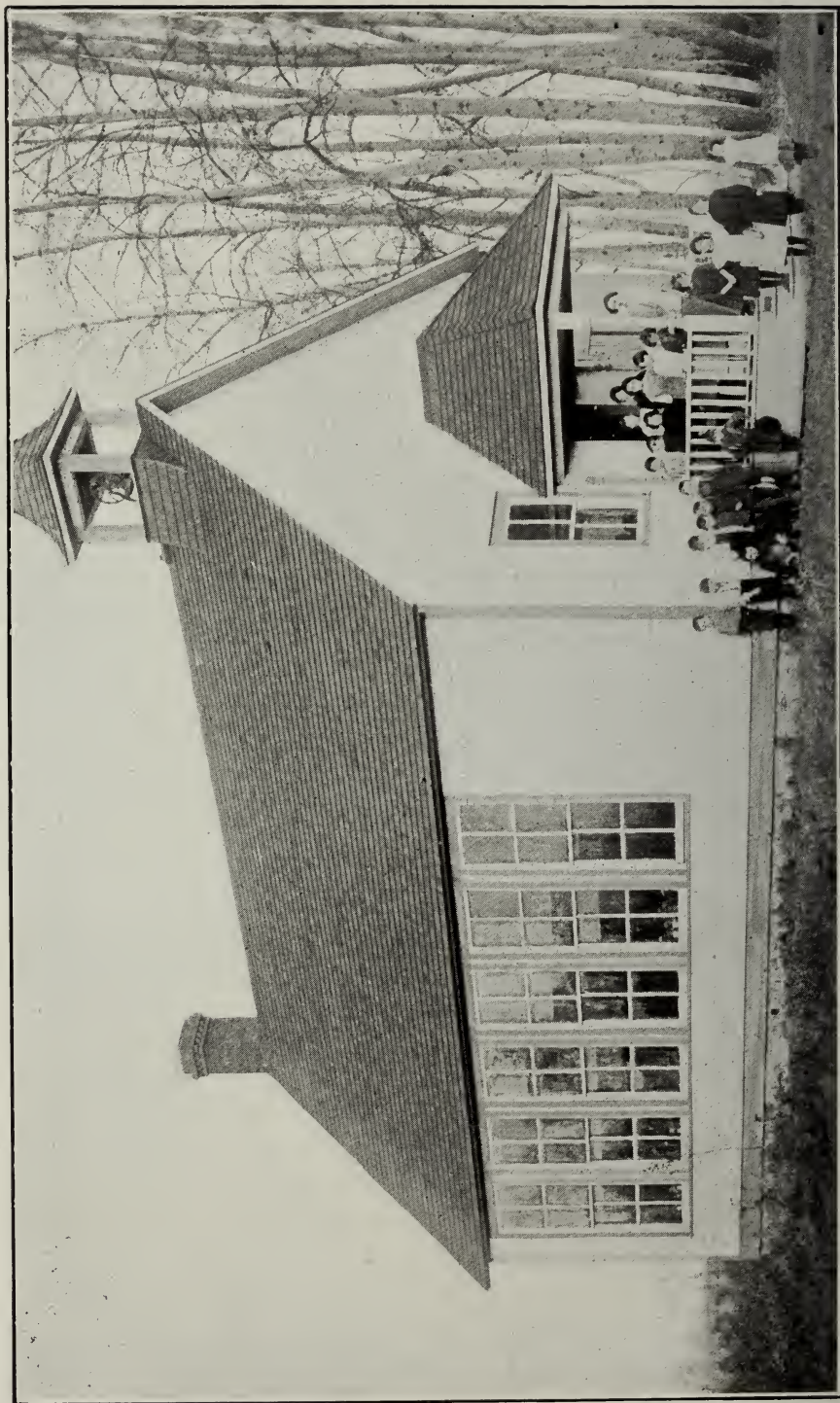
I have the honour to be, Sir,

Your obedient servant,

(Sgd.) D. S. MacKENZIE,
Deputy Minister of Education.

PART II.

SPECIAL REPORTS



Michigan Centre, No. 509—Wetaskiwin Inspectorate.

REPORT OF CHIEF INSPECTOR OF SCHOOLS

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit herewith the following report, as Chief Inspector, for the year 1916.

The year just closed was one of steady progress in all phases of educational work. One of the principal changes brought about was in connection with the standardization of examinations. A committee consisting of two members of the Faculty of the University of Alberta, selected by the President, and two representatives of the Department of Education, appointed by the Minister, met for the purpose of discussing the question of Matriculation and Departmental Examinations and submitted recommendations with regard to the appointment of a joint Board of Examiners. The committee recommended to the Minister of Education and the Senate of the University that there be a Provincial Examining Board for the Departmental and Matriculation examinations and that this Board be responsible for the conduct of all such examinations in the Province, the function of the Board to be as follows:

1. To make provision for the preparation and revision of all examination papers for the departmental and matriculation examinations.
2. To select sub-examiners for the reading and marking of the papers.

3. To fix the standard of marking papers written by candidates.

4. To consider and revise the reports of sub-examiners.

(a) It was agreed to recommend to the Minister of Education and to the University Senate that the proposed Provincial Examining Board consist of nine members to be appointed by the Minister and the Senate of the University;

(b) It was agreed to recommend that the standards for admission to Normal Schools and Matriculation to University in individual subjects appearing on respective courses should be the same;

(c) It was agreed to recommend to the Department of Education in the case of students who have passed Grade XI. under the Provincial Examining Board and who have completed successfully the Freshman Year in the Faculty of Arts and Sciences that they be granted Grade XII. standing in the subjects common to the Freshman course and the course for Grade XII. respectively;

(d) It was agreed to ask the University Senate to consider the advisability of recognizing the extra Science courses required for Grade XI. by the Department of Education as the equivalent of one foreign language for the purposes of Matriculation to the Faculty of Arts and Sciences and the Faculty of Law.

These recommendations were approved by the Minister and the Senate of the University, and a Board of Examinations was appointed, Professors W. A. Kerr, W. H. Alexander, Dr. S. D. Killam and Dr. R. K. Gordon representing the Senate of the University; W. G. Carpenter, Superintendent of Schools, Edmonton; Dr. J. C. Miller, Provincial Director of Technical Education; G. F. McNally, Principal of Normal School, Camrose, and J. A. Smith, Inspector of Schools,



Garden Products Exhibit, Wheatfield S.D.—H. T. Robins, Teacher.



Boy Gardeners, Norbo School District—S. Steele, Teacher.

Calgary, were appointed by the Minister, with J. T. Ross, Chief Inspector of Schools, as Chairman of the Board. This committee had charge of the examinations for the year 1916, and all details pertaining to these examinations were carried out by the Chairman.

The Ministers of Education in Manitoba, Saskatchewan, British Columbia and Alberta appointed a committee of one official from each Education Department to convene and report on problems dealing with the courses of study, the uniformity of text books, the training of teachers and the acceptance of certificates issued by one Province in each of the other provinces. This committee met in March and satisfactory progress was made on all topics under discussion.

In February, I had the privilege of attending the Annual Convention of the Department of Superintendence of the N.E.A., which was held in Detroit. One of the chief topics of discussion was rural school improvement by means of consolidation; special training of teachers in rural problems and community organization and the introduction of the rural high school. Addresses were given by the leading specialists on rural education in America, and as they were men who are engaged in research work in this field they had definite knowledge of all experimental work carried on in this field in both America and Europe. The addresses were concise, direct, constructive and inspiring, but indicated clearly that the problem of rural education had not as yet been solved satisfactorily on this continent. The discussions on medical inspection and supervision in rural schools, the necessity of a larger unit for school administration in order to introduce this and other improvements, were interesting and instructive, as conditions similar to those which prevail in this Province were dealt with.

I visited high schools at Wingham, Toronto, Minneapolis and Winnipeg and inspected the buildings and equipment and discussed the courses of study and organization with the principals and superintendents. I also visited the schools of Gary, Indiana, during the time a number of specialists from New York City were making a survey of this system, which was being introduced into New York by Superintendent Wirt, of Gary. This school does not neglect the fundamental subjects, viz.: Arithmetic, Reading, Writing, Composition and Literature, which are the tools which must be thoroughly mastered in order that the student may have the proper foundation for an education in any department of knowledge. They offer courses which will give students who have no appreciation or special talent in mastering the academic subjects of the curriculum an opportunity to develop their personality through these activities, and through this means become more valuable members of society.

The secondary departments of the public schools in this Province have made satisfactory progress in growth of numbers and also in general service to the public. Calgary, Edmonton, Lethbridge and Medicine Hat have well organized departments where very satisfactory two-year courses are offered in Commercial work. Edmonton, Calgary and Camrose have organized two-year courses in the high school departments in Manual Arts and Household Art, and are also prepared to give special courses in technical work. Practical and theoretical tests in Manual Training and Household Art were provided by the Board of Examinations for students in Grades IX. and X. in different centres where boards of trustees provided the necessary equipment and placed specialists in charge of the work. A large number of students wrote on these examinations and it is probable that these departments of our secondary school system will develop rapidly in the near future..

The general work in the academic subjects of the high school course is being taught satisfactorily with the exception of the work in Composition, which at present does not receive the attention it demands. It is one of the most important subjects on the curriculum, but in many schools it is being taught by instructors who have no special training for teaching the subject nor appreciation for beauty of form in language nor correctness and style of expression. This condition, however, will improve as more specialists in English are placed in charge of this subject.

The teaching of Agriculture is improving from year to year and the majority of teachers in Grade XI. are supplementing the theoretical work with practical demonstrations by means of school gardens and experimental plots. The course of training given at the Summer School by specialists in Agriculture has created a keen interest in this subject and the competitions at School Fairs have stimulated the rural and town schools to attain a higher standard in this branch of school work.

The general work of the schools is being retarded by the scarcity of trained teachers, which has necessitated the granting of provisional certificates to students without experience or knowledge of school organization or methods of presenting the subjects taught. This defect will be remedied when the war terminates and a large number of the teachers who are at present serving their country in Flanders return with a wealth of experience which must have its influence on our educational system.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Chief Inspector.



Beiseker School Garden—D. J. Gallagher, Teacher.



Oak Park School—Miss Nettie A. Svensen, Teacher.



Oak Park School—Miss Nettie A. Svensen, Teacher.

ALBERTA NORMAL SCHOOLS

REPORT OF E. W. COFFIN, B.A., PH.D.

PRINCIPAL, NORMAL SCHOOL, CALGARY.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit herewith for your consideration the eleventh annual report of the Provincial Normal School, Calgary, for the year 1916.

The attendance for the year showed, as was to be expected, some falling off in the number of men, especially men of the ripest age for military service. An Honour Roll of teachers trained here who have enlisted for service overseas is in course of preparation, but it is almost impossible to get the full information. So far as we have been able to ascertain, not less than 140 have joined the colors, and several of these have already given their lives, either on the field of battle or while training for active service. It is fitting to mention here one of our own staff, Captain Stanley Walker, for three and one-half years assistant principal of the Practice School, who enlisted, as was mentioned in last year's report, in the summer of 1915, and was killed in action in September, 1916. Mr. Walker deserves the highest tribute both as a man and a teacher. His teaching was thorough, and his influence for manly development and for clean sport was of the very best.

The attendance as a whole has not shown, of recent years, the increase that was expected a few years ago when the lengthening of the course was first projected. The increase in the demand for teachers in the province has not, it is true, been so rapid as formerly; at the same time, the calls in other fields of work in Eastern Canada as well as in Great Britain have resulted in a great decrease in the number of teachers coming West, while the number yielded by our High Schools has remained about the same. Candidates coming from the United States are slightly on the increase. It may be interesting to note the following summary of the attendance for the last five years, classified in the basis of admission to Normal School. The attendance for 1916 is shown in detail in the following table:

ATTENDANCE FOR 1916.

	First Class			Second Class			Totals for Year		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
First Session.....	9	20	29	17	43	60	26	63	89
Second Session.....	14	37	51	8	71	79	22	108	130
	23	57	80	25	114	139	48	171	219

	1912				1913				1914				1915				1916				Total for five years				
	First Class		Second Class		First Class		Second Class		First Class		Second Class		First Class		Second Class		First Class								
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women							
Alberta.....	8	30	11	70	119	11	47	5	54	117	11	50	136	33	39	26	101	199	15	46	16	71	148	162	557
Other Provinces.....	20	15	25	52	112	18	23	9	39	89	15	58	97	18	11	20	40	89	8	9	8	36	61	151	297
British Isles.....	3	5	6	14	28	5	4	1	5	15	3	1	7	3	2	4	5	14	1	0	0	1	2	27	45
United States.....	1	0	0	0	1	0	2	0	1	3	3	1	8	1	0	4	17	22	0	0	0	7	7	10	36
Totals for year—Men and women of each class.....	32	50	42	136	260	34	76	15	99	224	47	66	23	123	259	55	52	54	24	55	24	115	218	350	935

TABLE SHOWING ACADEMIC STANDING OF THE STUDENTS FOR THE YEAR

	Grade XII. or equivalent	Under- graduates	Graduates	Grade XI. or equivalent	Junior Matriculation	Total from each source
Alberta.....	56	4	2	82	5	129
Saskatchewan.....	.....	.....	.....	1	.....	1
Manitoba.....	1	3	2	5	.....	11
Ontario.....	.....	3	3	14	3	23
Quebec.....	.....	.....	1	1	.....	2
New Brunswick.....	.....	.....	.....	8	.....	8
Nova Scotia.....	1	.....	1	9	.....	11
Prince Edward Island.....	2	.....	.....	3	.....	5
United Kingdom.....	1	.....	.....	.....	1	2
United States.....	.....	.....	.....	7	.....	7
Total.....	61	10	9	130	9	219

TABLE SHOWING CERTIFICATES OBTAINED.

	First Class Interim	Second Class Interim	Third Class	With- drew	Total
First Session.....	27	52	3	7	89
Second Session.....	47	66	15	2	130
Totals for year.....	74	118	18	9	219

Of the above, twenty-four were admitted with conditions in certain subjects, besides the seven from the United States, conditioned, as regularly, in British and Canadian History and Geography. These would not be eligible for regular interim certificates until the Departmental requirements were fulfilled. Including these, and also thirteen of the preceding year who repeated their practice work this year, 223 candidates obtained qualifications to teach. The Third Class certificates indicate in every case failure to come up to the mark in practice teaching. Of these, four were candidates for First Class and fourteen for Second. Among the 118 Second Class, also, are two candidates for First who, while superior to those recommended for Third Class, were not considered entitled, without further experience or practice, to the highest professional qualification granted by the Department of Education. These failures are due in most cases to shyness or mere inexperience, which the necessarily rather rigid conditions of practice in our short course do not always serve to overcome. It may therefore be expected that many of those who fail to make the required standing in their practice teaching will, with a few months' experience, show themselves quite efficient teachers and will receive good reports from their inspectors. Hence the brief period of training at the Normal School may fairly be considered as continued under the inspector's care, and it would be well indeed if the supervision and guidance of these young teachers could be more constant. At the same time it is not considered too much to ask for repetition of the practice course, in case of failure, so that, just as these candidates are marked deficient at the Normal School, they may also be duly certified by the same institution of training.

The expectation of an eight or ten months' course can hardly be realized under present conditions, but the fact remains that the present course can give very little real training in the administration of an ungraded one-room school. The training must continue in service, and, in a sense, at the expense of the school one engages to teach, and it is then that the beginner most of all needs counsel and encouragement. The Wisconsin idea of the supervising teacher recognizes this need and some such provision might serve as an extension of the function of the Normal School which would be more helpful than the Institutes of former days. Eventually there must be incorporated with the Normal School a radial system of rural schools; at present this is impracticable. The only alternative is a larger outlay for supervision; for the present the multiplicity of duties that inspectors have to discharge makes it impossible for them to give novices the attention they so much need.

No changes took place in the personnel of the Normal School staff during the year. In the Practice School, Miss Jean Norton, after seven years of the most zealous and efficient work, resigned in June, and was succeeded in Grade II. by Miss Burling, of Grade II., Sunnyside. The vacancy in Sunnyside was filled by the appointment of Miss Mary C. Simons, a recent student who had made an excellent record, and had done good work in the Hillhurst Separate School, Calgary. Miss Patriquin, of Grade III., resigned at the close of the year, and her place has been filled by the appointment of Miss Ethel Hopkins, of Stavely.

Members of the Normal School staff took part in inspectorial conventions during the year as follows: Mr. Hutton at Olds and Edmonton, Mr. Hutchinson at Vegreville, the Principal at Hanna, Mr. Roberts at Lethbridge, and Miss Fisher and Messrs. Roberts, Hutchison and the Principal at Calgary. Although the expense of time in this work is considerable, we greatly appreciate these opportunities of getting into closer touch with the every-day problems of the teacher, and of meeting again our former students after they have had some first-hand experience in applying theory to the actual situation, and we venture to believe that our visits to these conventions may be of some profit to the teachers as well as to ourselves. At any rate, they certainly help to keep us on firmer ground in the session's work.

During the spring and summer, Miss Fisher and Mr. Roberts and also Miss MacFarlane, of the Practice staff, took special courses in Education and Sociology at the University of Chicago; and Mr. Hutton took courses in Education at Columbia University.

During May and June, I had the privilege of inspecting the schools in and around Grande Prairie, Spirit River, Peace River and the North country generally. I found twenty-five schools in operation and visited some thirty other districts already organized or in the process of organization. Considering the hardships of pioneer life in this north country, the schools have made remarkable progress. Some of the chief difficulties are: residence for the teacher, water supply and roads. The fact, too, that householders with families are mostly in the minority in any organized or proposed district makes the insistence of the Department very necessary in providing for the schooling of the children. Otherwise a state of affairs soon ensues in which children several years retarded have to be grouped with those of the primary age, and schools are found in which classification is almost impossible. School equipment in the north is fairly creditable, in most cases, but more might be done in improvement of school grounds.

During the first session of the year the Minister of Education kindly granted me leave to visit educational centres in the United States. Carrying out plans formed partly as a result of correspondence in the preceding year, I spent some six weeks in the study of normal school conditions in Missouri, Illinois, Michigan, and Wisconsin, and of high school, training school and evening school work in Minneapolis, Des Moines, St. Louis, Chicago, Detroit and Madison. Institutions of special interest also visited were the Dunwoodie Institute, Minneapolis, the psycho-educational clinics at St. Louis and Detroit, classes for defectives in St. Louis as well as the new industrial school in that city, open-air classes for tubercular children, auxiliary classes for retarded children, the much-talked-of enterprise of Superintendent Wirt at Gary, Indiana, and the University Elementary School at the University of Chicago. A week also was spent at the meeting of the Department of Superintendence of the N.E.A., at Detroit. Every moment was full of interest. The limits of this report forbid an extended account of any feature; yet I would take time and space to emphasize this fact, namely, that, whatever the merits or defects of any particular venture, the very best effort of highly-trained men is being given to educational problems, even in the face of alluring opportunities in better paid fields of work. No teacher, inspector, or superintendent can do his best service if he fails to realize that he is worthy to co-operate with captains of industry and men of affairs, but to do this he must give his whole heart and mind to the work, and not labour as a hireling, or as one forced to tasks unworthy of him, or trifling with a little incidental venture. Nothing short of the highest degree of fitness is worthy of the standing which the teacher craves, and which, striving after this fitness, he should demand, and only in this way, when the public are constrained to believe that the teacher "means business" will the day come when the labourer is recognized as worthy of his hire.

One other observation made on this survey is worthy of mention. A vast waste of energy and money is incurred through the attempt to carry along together, often in overcrowded rooms, work for pupils of the most varied qualifications, conditions of life and possibilities. Not that class segregation, in a social sense, is to be advocated, but there is urgent need for special provision for retarded and defective children, as well as for those of special talent and peculiar promise. One is inclined to think, at times, that our whole educational scheme is in the melting-pot; but for the liberal-minded and the sincere, the old text must be the guiding principle: "Prove all things, hold fast that which is good."

In closing this report, I wish to remark again on the zeal and serious purpose of our students. With few exceptions they give themselves whole-heartedly to the work, and it is only to be regretted that they have to work throughout the short session with a sense of pressure that makes it impossible for them to grasp the full significance of the course. If, while their enthusiasm is fresh and their aims high, these young teachers could be followed up by a more adequate supervision, they would not grow stale or discouraged. An extension of the training course in the form of a wider circulation of good educational literature, conducted by the Department or by the Normal Schools, would be of very great service in keeping up the professional interests of these beginners. While we need not fear comparison of our teachers-in-training with those of any Province or State in respect of their academic preparation, common-sense, or mental and physical vigour, we should not forget that, however vigorous and high-minded

they may be, and however keen their sense of opportunity and responsibility, when they first find themselves in charge of a group of bright expectant children, unless they are supported and guided from the first, unless they feel that the Department is behind them, and that they are fellow-workers with a host of others meeting similar situations, they are apt to become lonely and indifferent and hopelessly commonplace. Some system of regular correspondence between teachers, some medium of communication, a bureau of publication to distribute bulletins of information and suggestion, or a plan whereby successful teachers might confer occasionally with neighboring fellow-workers—every scheme involves outlay, and without additional expense no adequate oversight can be secured. There is almost no calling of, presumably, skilled workmanship, where the training is so inadequate, and in which, nevertheless, so much is expected of the worker through his own unassisted resourcefulness. Let us overlook no means of professional improvement during and through service, and of conserving and fostering undimmed the hopefulness and zeal of the young teacher as yet unspoiled by initial failure or lack of appreciation.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

REPORT OF G. FRED McNALLY, M.A.,
PRINCIPAL, NORMAL SCHOOL, CAMROSE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the fifth annual report of the Provincial Normal School at Camrose.

For the sake of clearness and to enable the reader to locate readily the information in which he is interested, the report will be divided into five sections, as follows: (1) The School Plant, (2) The Student Body, (3) The Staff, (4) The Training Schools, (5) Graduates.

THE SCHOOL PLANT.

The site of the Normal School consists of ten acres ideally located on a low hill overlooking the town. A comprehensive scheme for the satisfactory disposition of these grounds had been worked out in the preceding year. The grounds as a whole were carefully graded. A terrace in front adds materially to the general appearance of the building. On either side of the terrace, clumps of trees and flowering shrubs have been planted, while directly in front of the main entrance beds brilliant with tulips delight the eyes of the visitor during May and June.

At the rear ample space has been reserved as a playground for the primary children. Here sand bins have been provided, a playground slide, and a six-unit steel swing installed. North of this are three



"Prince Sunshine," Primary Department, Camrose Normal School.

tennis courts and two basketball courts. A lawn surrounded by a hedge has been reserved for the girls at the north of the building. Stretching away to the north-east and sloping gently to the street is a large landscape garden.

Playgrounds.—In front of the terrace and north of the main entrance a bowling green is being built. In the south-east corner will be located the gardens of the training school. The whole south side has been reserved for the boys, and here provision has been made for baseball, football and basketball. A giant stride and teeters will also be installed.

From this description it will be seen that the policy of the school authorities and the Department of Public Works has been to make the grounds serve their purpose in the most efficient manner possible.

Rink.—A rink has been operated successfully during the winter months. Not only has this rink been of great value to the schools, but it has also afforded opportunity for skating to the young people of the town. Its popularity may be judged from the fact that from four o'clock until ten on each afternoon and evening, as well as all day Saturday, it is in continuous use. Early in the fall the Department was fortunate in securing the services of Pte. John Davis, a returned member of the P.P.C.L.I. Mr. Davis has spared no pains to have the grounds in good shape, good ice at the rink, and generally to perform his work in a most acceptable manner.

During the year the painters completed the decoration of the building. The Camrose Normal School now possesses a building admirably adapted to the work for which it is designed, splendidly equipped and artistically finished as well.

Gymnasium.—The next addition to the plant should be an auxiliary building which would house complete gymnasium, swimming pool, baths, locker rooms, germination room and agricultural workroom, with a greenhouse closely connected. The gymnasium accommodation in the present building does as a temporary arrangement, but owing to the way in which it is built the room is not suited to such games as basketball. As this is the most popular game during the winter months the limitations of the gymnasium are a real drawback. The present gymnasium is used by the regular physical training classes of both Normal and Training Schools, the basketball clubs of the Normal School, both men and women, the basketball club of the Camrose College, a men's basketball club of the town, basketball clubs of the High School, and the women teachers' basketball club.

It has been the policy of the management of the school throughout the year to make the Normal School serve the community in which it is located in every way possible.

Policy.—The building has been available at all times for citizens' meetings, recruiting meetings, entertainments and gatherings in the interest of the Patriotic Fund and Red Cross as well as the Camrose Agricultural Society and other local organizations. As a consequence it has been possible to provide entertainments of high character for the citizens which otherwise might not have been induced to visit Camrose.

Caretaking.—The superintendent of the building with an efficient staff of assistants continues to do excellent work in caring for its well-being. In many instances the complete way in which the caretaking is provided for is a revelation to the teachers-in-training and they go to their own schools knowing just what can be done in keeping a building in condition and with high ambitions for their own accomplishment in this regard.



"Minuet," Primary Department, Camrose Normal School.

THE STUDENT BODY.

There were enrolled during the year 1916, 219 students as against 275 for the year 1915. This greatly decreased attendance is probably accounted for by the heavy enlistment of young men from the high schools and University and the fact that occupations hitherto closed have been opened to women.

TABLE NO. I.—ATTENDANCE FOR 1916.

	First Class			Second Class			Special Class			Totals
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1st Session	29	17	46	26	30	56	8	15	23	125
2nd " "	6	14	20	15	59	74	....	....	....	94
Totals for Year	35	31	66	41	89	130	8	15	23	219

Table II. will show the standing of those trained at this school during the year:

TABLE SHOWING ACADEMIC STANDING.

	Graduates	Under- graduates	Grade XII	Grade XI	Matricu- lation	Total
Alberta.....	5	12	36	88	1	142
Saskatchewan.....	....	....	....	1	....	1
Ontario.....	2	....	1	11	1	15
Quebec.....	3	....	....	....	....	3
New Brunswick.....	....	....	1	2	....	3
Nova Scotia.....	1	....	6	....	....	7
Prince Edw. Island.....	....	....	2	....	....	2
United Kingdom.....	1	11	3	....	....	15
United States.....	....	....	4	22	....	26
Manitoba.....	....	....	....	2	3	5
	12	23	53	126	5	219

TABLE III.

Showing certificates granted, including eleven former students who completed their work during the year:

	First Class Interim	Second Class Interim	Third Class	Withdrew
First Session	47	67	6	5
Second Session	19	72	8	3
	66	139	14	8

Special Class.—As in former years the Special Class of British and American teachers came to Camrose for the first six weeks of the first session. Twenty-three mature men and women completed the required work and twenty-two were recommended for certification. According to the present policy of the Department, this work will be cared for

after this at the Summer School. Without doubt this is a better arrangement from the standpoint of facility in training. However, these experienced teachers, accustomed to other systems of organization and administration of education, brought a point of view to the Normal School which was stimulating both to the staff and student body.

Eight students were compelled to withdraw from their work during the term. Unhappily, one very promising student, Miss Estelle Fish, was taken ill during the term, and did not recover. She died in the Strathcona Hospital in Edmonton in April. Of the others, four at least expect to complete their work later.

Age of Students.—The average age of the students during the spring term, exclusive of the Special Class, was 22.4. In the Fall, however, this dropped to 18.4. The latter class is always composed of those who have recently completed their academic work and have proceeded to their training directly from High School. In the spring, university people, teachers with inferior standing from other parts and those who have been teaching on "permits" make up the attendance. There is a very marked difference in the two groups both as regards their attitude towards their work and the type of work done. Speaking generally, the quality of the students in attendance for the year was high. Those who, through lack of experience, had but a slight appreciation of the real problems of education, made up in considerable measure for this lack by their enthusiasm. It is the belief of the staff that if it were possible for the inspectors to give these young people the close supervision which they need, their efficiency could be greatly increased.

Patriotic Fund.—The students of the second session became greatly interested in the canvass then being made for the Patriotic Fund. Over one thousand dollars was subscribed. This money will be paid through the class treasurer and will be known as the "Class of 1916 Patriotic Fund."

Athletics.—Every facility is provided at the Normal School for the encouragement of athletics. In connection with the physical training work the instructor teaches many games and all students are required to take part in these. Athletic organizations of all sorts flourish each term. In the Fall, baseball and football prove most interesting, while basketball and hockey are strong features of the winter's work. In addition to the more formal work of highly organized games, considerable attention is given to simple games such as may be used with younger children and in schools where the enrolment is small. A class in folk dancing for the women is held each Monday evening under the leadership of Miss Crofts, of the Training School.

Student Organizations.—The various student organizations, such as the Literary Society, Glee Club, Dramatic Society, Athletic Clubs, Orchestra, etc., are all under the general management of the students' executive council. In a general way the council provides for the financing of these organizations and approves their various activities. There is one exception to the above statement. The women students have a promising organization called "The Girls' Club." This is quite an independent organization, carrying on all its affairs without reference to the general executive.

Rural Life Conference.—The week-end conferences for the discussion of rural life problems were held under the auspices of the Literary Society. Representative speakers from the Department of Education, the University, the Schools of Agriculture, the United Farmers' Association, United Farm Women, clergymen experienced in dealing with

rural conditions, members of school boards and students who had had experience in teaching in the country presented the opportunities of the teacher in the country from the viewpoint of the people on the farm. The subjects were discussed in a way that was intensely practical and the teachers-in-training felt the conferences to be of very real value. Such subjects as the Municipal Board, the Perfected Consolidated School, the Modern School Building, the Wider Use of the School Plant, the Closer Unification of the School with the Life of the Community, and the School Lunch found a place in these discussions.

THE STAFF.

At the close of the first session, Mr. Pearson resigned his position to join the staff of the Provincial Institute of Technology. As a consequence, a rearrangement of the work was made. F. S. Morrison, of Calgary, was secured to take the work in Manual Arts. Mr. Manning, who had acted as assistant to Mr. Pearson, was promoted to full charge of the work in Art in the Normal and High Schools with general supervision of the work in this department in the Training School.

In March, Miss Dickie was given leave of absence until September, 1917, to take up advanced work in Literature at Somerville College, Oxford. Her place has been filled in an acceptable manner by Miss Christina W. Dyde, of Edmonton. The members of the staff of the Normal School seem determined to keep abreast of the times in their particular field of work. All have pursued advanced courses in the summer, or at other times, with the idea of fitting themselves more completely for their work. Last summer no less than seven of the nine members of the staff were engaged in graduate work in such excellent summer schools as those of the University of Chicago and Columbia. This shows an excellent spirit on the part of these teachers and argues well for the type of instruction being given in the school.

Extension Work.—Miss Stewart, of the Department of Household Arts, delivered a series of lectures in Wetaskiwin, under the auspices of the Women's Institute of that city, during March and April. Later in the year she visited rural schools, observing the work being done in connection with the school lunch and giving demonstrations. A very important piece of Extension Work could be done in this department in making a number of such visits, if Miss Stewart could be spared from her regular duties in the school. Miss Burnett, Mr. Sansom and the Principal visited a number of local conventions, discussing various topics of general educational interest. The Principal had the pleasure of visiting the Provincial Schools of Agriculture at Vermilion and Claresholm and discussing with the students problems of rural sociology. Mr. Tuck, of the Department of Science, in addition to serving at the Summer School, visited the Rural School Fair at Argyle.

Convention.—As a result of the close relationship which exists between the Hardisty and Stettler Conventions and the Normal School, a proposition has been made that one convention for this district be permanently located in Camrose in connection with the Camrose Normal School. Such an arrangement would be very satisfactory to the authorities of the Normal School, since they are anxious to be of every possible service to the teachers. A committee has been appointed to work out these details and it is expected that the first of these conventions will meet in the Normal School in the Fall of 1917.

Exhibition.—In December, shortly before the close of the term, a joint exhibition of the work of the Art, Household Art and Manual Art Departments was held. Representative work of the students of the Normal and Training Schools was shown. The visitors included a large number of the townspeople, in addition to the students of the schools above mentioned and Camrose College. Work of high general excellence was shown and visitors expressed themselves as both surprised and delighted with the exhibition.

In view of the fact that 80 per cent. of our graduates begin work in rural schools it would seem desirable that the staff of the Normal School and Training Schools should keep in the most intimate touch with the rural school problem. This is somewhat difficult, but a real effort to have every member of the staff spend some time each year in the rural schools is to be made. In this way it is hoped to keep theory and practice moving along harmoniously.

TRAINING SCHOOL.

Mr. Weir has continued at the head of the elementary school throughout the year. His administration has been marked by smooth running organization, progressive policies and increasing confidence on the part of pupils and parents alike. At midsummer Claude H. Robinson, who had served for one year with efficiency as vice-principal, resigned to enlist for service overseas. He joined the 187th Battalion and is now in training in England. His place was taken by A. Everett Might, of Edmonton. The personnel of the rest of the staff remains without change. Towards the end of the year the enrolment greatly increased, becoming particularly heavy in the primary rooms and in the vice-principal's room. After consultation, the Board decided to open a ninth department. The work of readjustment took place during the Christmas vacation and at the opening of the new year there will be nine departments, two to accommodate Grade I. and one each for the other grades. During the month of December, 305 children were in actual attendance, while the enrolment for the year was nearly 400.

School Garden.—A very successful school garden was planted and cared for by the pupils. So far as seed selection, planting and caring for the plots went, the training was excellent. The early frost, which did so much damage throughout the district, rendered it practically useless for demonstration purposes during the Fall term. Such vegetables as were able to withstand the frost were harvested and the plots cleaned up in October. Next year the garden will be located on a large plot of ground in the south-east corner of the property. Here experimental work will be carried on on a larger scale.

Age-grade Table.—An age-grade table is prepared each term that the staff and citizens interested may see that progress towards proper adjustment is being made. When the second one for the year was made the percentage of pupils of normal age for the grade was found to be 59.47. The percentage of over-age pupils was 22.23 and of accelerated ones 18.30. If that system is most nearly adjusted to the needs of the pupils in which the percentage of over-age and accelerated just balance, it will be seen that considerable progress towards the ideal is being made in the elementary school.

Measurements.—The Courtis tests in arithmetic, standard tests in writing and the Ayres tests in spelling have been in use in this school. These tests have been given for the most part by the instructors of the Normal School with the co-operation of the students. It is too

early to say yet just what improvement can be noted as a result of measuring the work of the individual room and individual teacher in this concrete way, but as compared with the average attainment of certain cities in the United States the results are in the main satisfactory.

Ratepayers' Meeting.—In connection with the annual meeting of the ratepayers of the town of Camrose, the school authorities were asked to make a report. The age-grade chart, temperature charts and charts to illustrate the results of the tests mentioned above were presented and very great interest manifested on the part of the citizens. The relationship between the school and the board as well as that between the school and those it seeks to serve continues to be most harmonious.

High School.—The Normal School also enjoys training facilities in the Camrose High School. Principal Shipley resigned at midsummer and his place was taken by Miss Daisy M. Ripley. R. G. Powell also joined the staff as Instructor in Science in place of Miss M. B. Hutchinson, who had resigned. The enrolment in the High School has also greatly increased and the school is in a flourishing condition. Students in the High School come to the Normal School for instruction in Art, Manual Training and Household Art. This instruction is provided by the staff of the Normal School. The work in Science is also done in the Normal School laboratories, but responsibility for instruction rests with the High School staff. Teachers-in-training for certificates of the first class visit the High School for observation and practice purposes.

GRADUATES.

Since the Camrose Normal School opened its doors in 1912, 660 teachers have been graduated. These are to be found throughout the length and breadth of Alberta, from Cardston to Grande Prairie and from Alsask to Rocky Mountain House. Some have even wandered across the provincial boundary to Saskatchewan and up to Yukon. From the reports of the inspectors and citizens everywhere, one is safe in saying that the contribution of these people has been such as would shame no one in any way connected with them.

Reunion.—At Easter, in connection with the Provincial Convention, a reunion was held in honour of the men in khaki. Every class was well represented and great interest manifested in the contest between the classes as to percentage of graduates in attendance. Plans were perfected for a permanent association of the graduates of the Normal School. Another reunion is to be held in Calgary in 1917.

Camrose Men Overseas.—Over 70 men of the 209 who have left this institution are now in the service of the King, most of them in France. One, Pte. R. W. Bradley, of the 50th Battalion, Fall term, 1913, has been missing since November 18th, though hopes are still held out that he may be prisoner in Germany. Many others have been wounded, but none so far have been discharged as unfit for further service. This group of men contains many of the choicest spirits that any land can produce. This institution is justly proud of the magnificent response of its men and trusts to keep their splendid examples as its guiding star in the path of public service.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Principal.

**THE REPORT OF THE DIRECTOR OF TECHNICAL
EDUCATION**

and the District Vocational Officer of the Military Hospitals
Commission will be issued as a Supplement to this Report.



Students' Work—Household Arts Department.—Summer School for Teachers

SUMMER SCHOOL FOR TEACHERS

REPORT OF DR. JAMES C. MILLER,
DIRECTOR OF THE SUMMER SCHOOL.

The policy of the Department of Education in providing for the supplementary training of the teaching force of the Province by means of the Summer School for Teachers continues to meet with increasing success. In 1913, the first year of its organization, the attendance was seventy-five; in 1914, one hundred and fifty-five; in 1915, three hundred and ten; and in 1916, in spite of the exceptional conditions, the attendance was three hundred and twenty.

The distribution of this enrolment between the various subjects of instruction offered is represented by the following table:

SUMMER SCHOOL—1916.

Subjects.	Number of Teachers Receiving Credit.
Agriculture and Gardening.....	119
Nature Study.....	112
Household Science.....	51
Dietetics.....	51
Household Art.....	28
Household Management.....	41
Art Methods.....	71
Design.....	45
Drawing and Painting.....	57
Mechanical Drawing.....	36
Elementary Manual Arts.....	21
Elementary Woodwork.....	13
Penmanship.....	22
Folk Dancing.....	46
Physical Culture.....	34
First Aid.....	40
Home Nursing.....	6
Methods in Teaching Botany.....	9
Methods in Teaching Zoology.....	9
Methods in Teaching Physics.....	13
Methods in Teaching Chemistry.....	11

The accumulated results of the work of the Summer School during the past four years is shown in the following table:

SUMMATION OF RESULTS, 1913-14-15-16.

Subjects.	Number of Teachers Receiving Credit.
Agriculture and Gardening.....	475
Nature Study.....	300
Art Methods.....	176
Physical Training.....	170
Household Science.....	151
Drawing and Painting.....	148
Elementary Manual Arts.....	123
Design.....	101
Folk Dancing.....	87
Mechanical Drawing.....	74
Household Management.....	72
Household Arts.....	66
Elementary Woodwork.....	65
Penmanship.....	53
Methods in Teaching Botany.....	41
Methods in Teaching Zoology.....	41
First Aid.....	40
Home Nursing.....	6
Methods in Teaching Physics.....	13
Methods in Teaching Chemistry.....	11

The last four subjects were included on the program of the Summer School in 1916 for the first time.



Students' Work—Department of Manual Arts.—Summer School for Teachers

A comparative statement of the cost to the Department of Education of providing the Summer School for Teachers during the past four years is as follows:

Year.	Enrolment	Total Cost of Session	Cost Per Student	Cost Per Student per hour
1913.....	80	\$2,893.08	\$36.16	26c
1914.....	167	3,999.61	23.95	17c
1915.....	310	5,689.72	18.35	13c
1916.....	320	7,345.18	22.95	17c

In considering this table of costs, it should be noted that the "total cost of session" represents the total of all expenditures made by the Department of Education which are chargeable to the Summer School for Teachers. It includes salaries for instructors, transportation for students and staff, equipment, supplies and miscellaneous expenses. The very marked reduction in the cost per student in 1914, as compared with that of 1913, was due to the fact that to offer a variety of instruction practically the same staff is needed for a few students as for a considerable number, even if no greater range of work be undertaken. The further reduction in cost per student shown in 1915 was due almost wholly to the fact that the Director and those members of the staff who belonged to the staffs of institutions under the control of the Provincial Government were required to give their services at the Summer School without special remuneration for the extra service involved. In 1916 the number on the staff in receipt of salary was greater than in 1915, and the purchases of equipment were more extensive.

The organization of the courses of instruction in intimate relationship to the instruction which the teachers are expected to give in their schools and the extent to which the teachers are taking advantage of this opportunity for professional improvement are proving to be important factors in the strengthening of the work of the schools. This is becoming more and more noticeable each year.

In planning for the development and improvement of instruction in the so-called special subjects in the rural, village and town schools the Department of Education must depend almost wholly on the willingness of the more capable teachers to extend their professional training to an extent sufficient to enable them to do justice to the newer subjects. It provides, at the Summer School, the opportunity for the teachers to secure the supplementary training needed, and gives a generous bonus to those teachers who, after having qualified, do successful work in their schools. The transportation to and from the Summer School is paid by the Government, and arrangements are made with the University of Alberta for the accommodation of the classes and for board and room in the University residences at very reasonable rates. Capable teachers, particularly those possessing executive as well as teaching ability, who qualify in the special subjects will be at a premium for a number of years.

The experience of the four summers has shown that the policy of considering recreation and sociability an integral part of the plan for the Summer School has been a wise one. Teachers from every part of the Province, especially those who have come originally from points outside of the Province and have not found it necessary to attend the Normal Schools in Alberta, have found in the Summer School an



Students' Work—Department of Manual Arts.—Summer School for Teachers

opportunity to identify themselves with the educational movements in the Province, to meet and to know those responsible for the administration of the Provincial school system, and to form many friendships and acquaintances. The Summer School can more and more become the annual gathering together for professional improvement of those who are willing to contribute towards mutual upbuilding in personality, professional spirit and technical efficiency.

I have the honour to be, Sir,

Your obedient servant,

JAMES C. MILLER,
Director of the Summer School.



Students' Work—Art Department.—Summer School for Teachers

REPORTS OF INSPECTORS

REPORT OF F. L. AYLESWORTH, B.A.,
OLDS INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Olds Inspectorate for the year 1916.

The main belt of my inspectorate has for its northern boundary a line running east and west through the town of Innisfail, its southern boundary approximately the township line between townships 27 and 28; the inspectorate extends west to the Foothills and east to the Big Red Deer river.

The number of school departments in my inspectorate on January 1st was 159; on December 31st, 162. In eight districts only there was no school in operation during the year; in five of these no school buildings have been erected—for financial and other good reasons. Five of these eight districts will doubtless operate schools during 1917. The children in the whole eight schools—with a few possible exceptions—had school facilities provided for them during 1916.

The total number of teachers employed in my inspectorate during the year was 209:

With First Class Certificates.....	34
With Second Class Certificates.....	133
With Third Class Certificates.....	9
With Permits or Provisional Certificates.....	33
	209
With B.A. Degree.....	9
With M.A. Degree.....	2
With Ph.B.....	1

Taking into consideration that there were 154 school departments in operation during the year, the number of changes in teachers is obvious.

Weather conditions in my territory in 1916 were even worse than they were in 1915. From the time the frost went out of the ground in the spring until it froze up in the autumn, very few roads were free from mudholes, and many of them were practically impassable in places until as late as October. This was especially true in the western part of my inspectorate. However, with the use of both a car and a team I managed to cover my territory during 1916.

In addition to inspection work much time was devoted to operation of schools, placing of teachers, enforcement of the School Attendance Act, organization and investigation work, and to the performance of the arduous duties of official trustee.

Many rural schools were late in opening at the beginning of both terms. School boards complained of the great scarcity of teachers; but I fear that in many cases faulty business methods on the part of trustees and school officials account for their lack of success in securing teachers. The failure of boards to advertise early and to act promptly

on the receipt of applications explains in a large measure why the complaint of the great scarcity of teachers is so frequent. I have noticed that where the inspector acts as official trustee, or when he is requested by a board to secure a teacher he has really very little difficulty in securing one. I may say that during 1916 I was personally responsible for placing 46 teachers.

At least 31 districts operated schools through the direct efforts of the inspector.

The enforcement of The School Attendance Act received closer attention than in any previous year. 163 cases were dealt with; 129 more or less successfully. 54 warning notices were sent out, and on the whole the results were encouraging. In no case did I find it necessary to prosecute, though a few delinquent parents had narrow escapes.

Many commendable improvements were made by school boards during the year. In some cases the trustees were inspired through the efforts of enthusiastic teachers. In one town school a lady teacher, assisted by her pupils, raised sufficient funds for the complete renovation of her own school room. The Innisfail school, largely through the efforts of the principal, instituted a recreation room and bought a piano. The school has become a social centre; regular free entertainments are given with a good orchestra and chorus in attendance. The townspeople attend in large numbers.

Among the rural school districts the following have made creditable improvements during 1916: Berrydale S.D. No. 409 erected a teacher's residence; Banner S.D. No. 1070 erected a modern school building to replace the one destroyed by fire; Bearberry S.D. No. 3118 erected its first new school building; Grand Centre S.D. No. 643, Greenwood S.D. No. 723, Grahamston S.D. No. 422 and Harrison S.D. No. 784, made more or less expensive improvements to buildings or grounds. Lake View S.D. No. 1541 deserves special mention for the rather unusual commendable features of its school. The display of Art and Manual Training work by the pupils of this school would do credit to the pupils of a town school. This school is a social centre. Literary, Patriotic and Red Cross societies have been organized. A school magazine is one of its most enjoyable institutions.

An encouraging number of teachers attempted school gardens this year. The districts most successful in this work were: Town schools, Olds and Didsbury; Rural schools, Innis Lake, Nisbet, Summit, and Lake View.

A novel and profitable feature of the year's work in connection with rural schools was the home garden movement instituted by the Department of Agriculture, with the co-operation of the Department of Education through the inspectors. Twenty-one rural districts in my inspectorate participated in this work. Approximately one hundred gardens were made at home by pupils of these twenty-one schools under the direction of Principal Elliott, B.S.A., of the Olds School of Agriculture. A large percentage of these gardens was successful. On September 16th a school fair was held at the School of Agriculture, Olds, to which the boys and girls brought their exhibits of vegetables, field roots, flowers, chickens, calves and colts. Many valuable prizes were awarded. A large and enthusiastic crowd of country and town people was in attendance. This work, with some new features, will be extended to other schools during 1917.

On Thursday and Friday, the 14th and 15th of September, the Third Annual Convention of the teachers of the Olds Inspectorate was held. In connection with this a school fair, independent of the home garden school fair, was held. The convention and fair were

both very successful. A novel feature of the convention programme was a "Rural School in Operation for One Hour," conducted by Miss Anne Shearer, Vice-principal of the Olds schools. Model lessons were taught:

In Primary Work, by Miss Walsh, Bowden, and Miss Gesner, Crossfield.

In Manual Training, by A. E. Hutton, Normal School, Calgary, and Mr. Holeton, Olds School of Agriculture.

In Art, by Miss Nora Lantz, B.A., Didsbury, and Miss Jean A. Topp, Three Hills.

In Agriculture, by Principal W. J. Elliott, B.S.A., Olds School of Agriculture.

Principal McNally, M.A., Camrose Normal School, gave two very helpful lectures and assisted greatly with the discussions. On Thursday evening, the 14th, Geo. P. Smith, Esq., M.P.P., Camrose, delivered a very eloquent and instructive address to the teachers and townspeople on the subject, "What is Patriotism?" On Friday evening, the 15th, a very successful Public Speaking Contest—open to pupils of the Olds Inspectorate—was held in the Methodist Church. An interesting feature of this function was an address by Dr. Michael Clarke, M.P., on the subject "The Art of Public Speaking."

In conclusion I would say that the work of the graded schools in my inspectorate during 1916 has been very satisfactory. Many of the rural schools have done very creditable work. However, the work of perhaps the majority of the rural schools is discouraging, for reasons very well known. There are as yet no consolidated schools in my inspectorate, though the idea of consolidation is growing in popularity.

I have the honour to be, Sir,

Your obedient servant,

FRED L. AYLESWORTH,

Inspector of Schools.

REPORT OF F. G. BUCHANAN, B.A.

HANNA INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hanna Inspectorate for the year 1916.

This inspectoral division covers about one hundred and sixty townships, its boundaries having remained the same since its formation three years ago. During the year the Chinook and Scotfield Consolidated Districts have been organized, five new rural districts have been formed and a department added in each of the villages of Youngstown, Chinook and Oyen.

Throughout the greater part of the district the financial condition of the people has much improved as a result of the successful crops of this and last year. In some localities these two are the only good crops that have been obtained since this part of the province has been settled. As a result of this material prosperity one may frequently observe substantial homes and barns replacing the sod or small temporary frame buildings that have served during the pioneer years. The schools have benefited from this improved financial condition of country and village. Teachers' salaries are better and are being promptly paid, debenture coupons are being met when due and school boards show a greater willingness to operate their schools for longer terms and to make improvements to the buildings, grounds and equipment.

An excellent four-roomed brick building was constructed by the Chinook Consolidated District in the village of Chinook. Four-roomed schools are in process of erection in the villages of Youngstown and Oyen. Only two rural schools have been built this year, but a number of other rural districts are preparing to erect schools in the spring.

It has always been difficult to secure sufficient teachers for the schools in this district. Poor railway service, the newness of settlement and the remote location of many districts have been largely responsible for this. During the present year this difficulty has been exceptionally acute as a result of the enlistment of male teachers and the opportunities offered in other occupations for women teachers. The number of permits issued has necessarily been larger than in previous years; twenty-five per cent. of the schools inspected being in charge of permit teachers.

Generally speaking, I do not consider the instruction given in rural schools this year so good as last year. This is due largely to the short term that some of the schools were compelled to operate through inability to secure teachers and to the increased number of untrained and inexperienced teachers that were in charge of schools. In the majority of cases, however, these teachers were making serious and conscientious efforts to teach the prescribed work. In the village schools an increase in the number of teachers employed and their retention for comparatively long terms has resulted in a marked improvement in the general standing and progress of the pupils.

The attendance in many rural schools during the early Fall has been very irregular, in some cases both young and older children being kept at home to herd cattle, assist in the garden or in the field. In view of the impossibility of securing hired help in remote districts some instances of irregular attendance appeared entirely unavoidable and were leniently dealt with. Considerable success attended those cases where non-attendance was considered as unnecessary and where steps were taken to compel attendance. In addition to numerous visits and letters, seventeen warning notices were delivered or mailed and one prosecution conducted. I have found cases of poor or non-attendance in remote districts difficult to handle satisfactorily as a consequence of the infrequency of mail delivery and the long distance these districts are from Hanna.

Rural districts as a rule realize the desirability of operating their schools for the full school year. A greater number of schools opened at the first of January or February this year than in previous years. Were an adequate number of qualified teachers available, I am of the opinion that very few rural boards of trustees would be found favoring short school terms for country children.

A greater interest is being manifested among teachers and in rural communities in the ornamentation of school grounds and the planting of school gardens. In the instances where successful gardens have been grown this year, the teachers have secured the active co-operation of the ratepayers, which, I believe, in most districts an enthusiastic teacher can obtain. What is required is more teachers with training in this special line of work who possess a live interest in rural life and its problems.

The attendance at the third annual convention of the teachers of this inspectorate was larger than in preceding years. The assistance of Dean Howes, of the Faculty of Agriculture, and Dr. Coffin, of the Calgary Normal School, was much appreciated.

I have the honour to be, Sir,

Your obedient servant,

F. G. BUCHANAN,

Inspector of Schools.

REPORT OF J. C. BUTCHART, B.A.

VEGREVILLE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vegreville Inspectorate for the year 1916.

The area of the inspectorate was reduced considerably at the beginning of the year by the transfer to another inspectorate of the territory lying north of the Saskatchewan River, but I have had a good deal of work during the year in this territory in connection with official trusteeships and organization problems.

There have been no districts organized in the inspectorate proper during the year and the number of graded departments has remained the same (twenty-eight) throughout the year.

No new school houses have been erected this year.

An attempt was made to organize a consolidated district with Lamont as centre, but the proposal was defeated by the vote of the ratepayers of the outlying districts.

Most of the school houses are commodious and in good repair, though some of the older buildings are in need of attention. Steps are being taken to re-model some of them. The equipment is usually good, and fairly sufficient. Many of the schools have excellent libraries. Many of them have small houses for the use of the teacher and quite a number have stables.

School grounds usually consist of two acres and nearly all are fenced, but only in a few cases has anything been done in the way of beautifying them, though in several cases large numbers of trees have been planted with highly satisfactory results. Only in a few cases has anything worth while been done in school gardening.

The majority of the schools are in non-English communities and many of these have been operated for only short terms this year. This has been due largely to the scarcity of teachers, which has been

more keenly felt this year than ever before. Most of these schools are suitable only for male teachers, and so many of these have enlisted that the male teacher in rural districts is rather a rarity. There have been a number of students, most of them Ruthenians, in charge of schools and most of them taught only for short terms. Some of them did fairly satisfactory work, but a number were deficient in the matter of English.

A few non-English students have qualified as teachers and most of them have done satisfactory work, while several have proved themselves unusually enthusiastic, capable and efficient.

The inadequate supply of trained and well-equipped teachers, especially for the non-English schools, and the consequent short terms of operation of many of these, have resulted in the progress and standing of these schools, with a number of notable exceptions, being less satisfactory than for several previous years.

In most cases yearly schools are conducted efficiently and good work is being done in them. There is quite a noticeable tendency in these districts to retain teachers year after year.

Composition and history are the two subjects in which the results are least satisfactory and in arithmetic there is a very general lack of speed and accuracy in calculation.

Irregularity in attendance is still a serious hindrance to the work of the teacher in many schools. The Attendance Act has improved matters a good deal, but there is still much room for improvement. If this Act were generally and strictly enforced it would probably correct the evil, but it seems that the local authorities cannot be depended upon to enforce it, and it is difficult for the officials of the Department to find time to attend to all the cases that need attention. During the year a number of warning notices were sent out which in most cases had the desired effect, but some were ignored. In several cases proceedings were instituted and convictions secured in every case.

High School work is being done in nearly all the graded schools, and, if we may judge by examination results, it is being well done.

The annual convention of the Vermilion and Vegreville Inspectorates was held in Vegreville in October. It was well attended and the papers and discussions were interesting and helpful.

I have the honour to be, Sir,

Your obedient servant,

J. C. BUTCHART,

Inspector of Schools.

REPORT OF E. S. FARR, B.A., LL.B.

ONOWAY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Onoway Inspectorate for the year 1916.

The inspectorate roughly includes all that territory lying between the Saskatchewan River and Township 63, West of Range 28, W.5, as far north as Township 54, where Range 26, W.5, becomes its eastern boundary. This territory is served by the Grand Trunk Pacific and Canadian Northern transcontinentals, and by the Canadian Northern branch to Sangudo and the Edmonton, Dunvegan and British Columbia Railway. Throughout this extensive area, schools are far apart, especially in the remote parts. The number of schools varies with the age and industry of the communities. In the older agricultural districts in the eastern part of the inspectorate, schools are relatively close together; while in the newer communities in the wooded areas to the north and west, and in the vast coal areas in the Brazeau, the little communities and their schools are few and far between.

In the western part of the inspectorate, since the settlements lie principally along the railways, the latter provide satisfactory transportation facilities. In the eastern part of the inspectorate excellent trunk roads have been built to Holmes Crossing, Lac Ste. Anne, Mosside, Whitecourt, Entwistle and Tomahawk; and connecting these, cross-roads are being built as rapidly as settlement demands and permits it. Transportation is not, then, a difficult matter under favorable weather conditions.

Apart from the eastern section of the inspectorate, the districts are newly settled. Only a small percentage of the land has been cleared and placed under cultivation. As much of the land is wooded, the development has been very slow; and although the soil is very fertile, the farms still unimproved are unproductive. These districts as a result are in straitened circumstances, and find it difficult to operate more than a short term school.

Another deterring feature characteristic to new communities is their mobility. A number of families enter a district; at once, measures are taken to provide the children with educational facilities; and by the time the school is built many of the families have removed to more suitable territory. This condition is only temporary; it will readjust itself as these communities develop; but during 1916 it has accounted for five schools not operating and three more operating with less than five pupils enrolled.

At the beginning of 1916, there were 140 departments in my inspectorate, and during the year four more were erected. Of these, 123 were in operation during the year. Of this number, 55% operated 9 or more months, 27% from 6 to 9 months, while the remaining 18% operated less than 6 months. The latter short term schools lie in the remote parts and are only transitory. Most boards are unanimous in desiring a yearly school, which will come with the development of these communities and an increase in the ranks of the teaching profession.

School attendance has been very good in view of all the circumstances. The School Attendance Act is making its influence felt very generally. During the year, 76 cases were dealt with, 34 of which were served with Warning Notices. In no case was it necessary to proceed to a prosecution. Parents almost invariably respect this Act when it is brought to their attention in its true light.

During the year I inspected the work of 129 teachers, whose professional standings were as follows:

First Class.....	22
Second Class.....	62
Third Class.....	9
Provisional.....	36

The work of these teachers, especially those properly qualified, was on the whole very creditable. The Alberta trained teacher, who is most familiar with the aim, content and methods of our educational system, was probably the most capable in all departments of study. Of the provisional teachers, those intending to qualify were energetic and did very commendable work.

In the great majority of the schools, all subjects were well taught, In a few, writing, composition, civics, and nature study, if taught at all, were taught in the letter and not in the spirit of the Course of Study.

During the year, the books of 106 school districts were examined. A high percentage of these inspections reflected credit on the local administration. Moreover, the board invariably showed its appreciation of the inspector's visit, which makes possible greater co-operation between the local officials and the Department of Education. These visits also did much to overcome maladministration and suspicions of such which continually takes up so much of the inspector's time in investigations under special instructions from the Department.

The Wolf Creek Consolidated S.D. No. 18 was erected during the year, consisting of the Thornton, Yates and Wolf Creek districts.

Ten schools remained closed during the year. Of these two had no funds, one no teacher, five no children, while the remaining two conveyed their children to neighboring schools under section 165 of the School Ordinance.

New schools were erected at Westlock and Ronan. These schools, like those of Glenevis, Brookdale and many more, follow the departmental plans. They are of fine architectural design, and are a real source of pride to the ratepayers and an inspiration to teacher and pupils alike. In no case was the cost of these schools greater than the old type, and they have the advantages of correct lighting and ventilation.

There were eight official trusteeships in the inspectorate. Three of these were due to financial difficulties which the local officials seemed unable to overcome; three were due to the unique position of the districts in question, where perhaps a mining company was the principal or sole ratepayer, or where, at the exploited divisional point of Tollerton, a heavy indebtedness was incurred and too few ratepayers remained in the district to elect a board. In the two remaining cases an official trustee was appointed to expedite the provision of school facilities. In three of these, boards were later elected.

In November, a joint convention of the teachers of the Northern Alberta Teachers' Association, embracing the teachers of five inspectorates, was held at Edmonton, and was largely attended by the teachers

of the Onoway Inspectorate. Very helpful papers were given on school gardening and on other topics of vital interest to the teachers of the ungraded rural schools.

I have the honour to be, Sir,

Your obedient servant,

E. S. FARR,

Inspector of Schools.

REPORT OF J. A. FIFE, B.A., M.Sc.

EDMONTON INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year 1916.

The area of the inspectorate has been considerably reduced since last year, embracing now the City of Edmonton and 57 rural and village departments.

The rural and village schools are all yearly schools, and in most cases are taught by teachers holding first or second class certificates.

In the city public schools there are employed 188 teachers, 4 supervisors in Manual Training, 4 in Domestic Science, 1 in Art and 1 in Singing. In the city separate schools there are 39 teachers, 3 of whom do high school work. This makes a total of 293 teachers under my supervision.

There are also in the city high schools 27 teachers under Chief Inspector Ross; and in the city technical school, 23 teachers, whose work is inspected by the Provincial Director of Technical Education.

CONDITION OF RURAL SCHOOLS.

One new rural school building has been erected this year in the inspectorate. I refer to the new brick school in Salisbury S.D. I have not visited the district since the school was built, but it is reported to be a comfortable brick building well suited to the school needs of the community.

There is a gradual increase in the interest the people take in their schools. The better teaching of Agriculture, the extension of the school gardening to the home gardens and the holding of school fairs are doing a great deal to bring the people into a more sympathetic relation to their teachers and their work; but much still remains to be hoped for in this direction.

A representative of the Department of Agriculture, with the co-operation of the Inspector, did excellent work in aiding and encouraging the school and home gardens in some parts of the inspectorate this

year; and as a result a very successful school fair was held at Stony Plain in September. On account of my being away from the province at that time, unfortunately I was not able to attend it.

In several districts there were very creditable school gardens this year. Among the best of them were those of Comet S.D., of which Miss Pattullo was the teacher, Spruce Grove S.D., of which Miss Dæchsel was teacher, and Cherry Dale S.D., of which Mr. C. King was the teacher. Of these three gardens that of the Comet school is worthy of special mention. It was one of the best gardens it has been my privilege to visit and its success was due in large measure to Miss Pattullo's energy, tact and skill in interesting not only her pupils but their parents in the school activities of the district.

On the whole the attendance of the pupils throughout the inspectorate has been good. On account of the scarcity of farm help and the lateness of the harvest, some children of school age were kept at home during September and October, but I think there has been a general desire among the parents to keep their children in school, and on account of the serious conditions existing, no effort was made to compel the few who were almost unavoidably absent to attend.

There has been some improvement during the year in equipment for the teaching of elementary Manual Training, and in material for busy work in the primary grades. This improvement, I believe, is largely due to the influence of the teachers who have taken recent courses at the Provincial Normal Schools or at the Summer School for Teachers.

As an indication of the gradual increase in the efficiency of our rural schools, it is very gratifying to note the growth in the number of candidates who pass the Departmental Grade VIII. examination from year to year from these schools.

I would again like to express the opinion that our rural schools are suffering from the lack of supervision. I believe that more frequent inspectoral visits would result in greater efficiency, better attendance and an increase of interest on the part of the parents. The last-named result possibly includes the other two mentioned.

THE CITY SCHOOLS.

The previous high standard of efficiency of the city schools is still maintained. The war has made serious inroads into the ranks of the male teachers of the city teaching staff, thirteen of whom have joined the King's colours. Of those who have gone, two were supervisors, five were principals of public schools, one a high school assistant and five were assistants in the public schools and had special charge of the physical work among the older boys. Two ladies from the staff have also gone and are engaged in hospital duties in England.

It has been difficult to fill the places of the teachers who have enlisted and the Board has found it expedient to employ some teachers with third grade temporary certificates; of these there are at present eight on the city staff. It might have been possible to obtain teachers with higher qualifications, but the Board, I believe, wished to give employment to a number of married teachers who were suffering on account of the financial stringency at the present time.

The high percentages of pupils passing Grade VIII. examination during the past two years from the city schools are an indication of the general excellence of the junior educational work of the city. The

following table shows the numbers who have written from the city schools for the past two years, the number who have passed and the percentages passed of the total numbers who wrote:

Year.	Wrote	Passed	Percentage
1915.....	379	319	82
1916.....	420	362	86

The City Separate Schools.

Year.	Wrote	Passed	Percentage
1915.....	44	34	77
1916.....	42	39	93

During the year much interest has been shown in the improvement of the teaching of the special subjects of the school course. By the co-operation of the superintendent, the supervisors, and the Board, special courses have been given for the teachers in Singing, Art and Manual Training; and by arrangement with the Department special certificates are granted to those who satisfactorily complete the courses. These courses have been largely attended and much fresh interest has been created in the different subjects. Already a very considerable improvement has been observed in the teaching of the special branches of the public school programme.

Altogether apart from the schools, there exists in the city a society known as the Edmonton Art Association which has for its objects the fostering of a love of art for its own sake in the community and the general improvement of its members in the practice of the different branches of art. This society has done excellent service for its members in the training it has afforded them in art studies, and has also done much to encourage art appreciation by its exhibition each year. At the exhibit given during the days of the meeting of the Northern Alberta Teachers' Association, there was a splendid display of different kinds of art work from the city schools and of the art work of different members of the society. There were also on exhibition many excellent pictures which were generously loaned to the society by private individuals in the city. The society also borrowed six famous pictures from the National Art Gallery at Ottawa and brought them to Edmonton for the Art Exhibition at a cost to the society of one hundred dollars for transportation and insurance.

The Art Supervisor of the city schools and at least ten of the teachers are active members of this society, so that it is exerting a very direct influence on the art teaching in the city schools.

The Edmonton Art Association is worthy of our hearty support and encouragement for the excellent educational work it is doing in the community by the cultivation of the love of the beautiful and a knowledge of some of its forms of expression.

Character building should be the end aimed at in the education of our children and the study of the works of the great masters in art, music and poetry will do much towards the attainment of that end.

SCHOOL GARDENS IN THE CITY.

During this year school gardening has made rapid advancement in the city schools. The teachers and the pupils worked from the beginning of the season with the definite object in view of contributing their garden products to the City Welfare League for distribution among

the needy of the community. I am not informed as to the total quantity of vegetables contributed to the league by each of the schools except in the case of the Alex. Taylor School, which gave 83 bushels of potatoes, the total output of its garden.

It was thought wise this year, on account of the need of food production in the city, to confine the efforts of the schools to the growing of table vegetables, and therefore little was done in flower cultivation.

Nineteen of the city public schools gardened twenty-two city lots, all of the work, except the first plowing of the ground, being done by the pupils and teachers.

The Third Street Separate School also had a creditable garden, but there was no organized effort to produce for any definite purpose.

The Edmonton Exhibition Association offered a prize for the best school garden in the city and it was won by the North Delton School, of which Mr. Benjamin Parker is the enthusiastic principal. King Edward Park School, of which Miss M. Switzer—another enthusiast—is principal, was second in the competition, but only one prize was awarded.

It is encouraging to be able to report that, as a direct result of the pupils' training in the school gardens there was a very decided improvement in the interest which they took in their home gardens and some effort made to apply at home the principles learned at school.

THE MEMBERS OF THE STAFF WHO HAVE GONE TO THE FRONT.

Already reference has been made in this report to the heavy drain the war has made on the city teaching staff. In all thirteen men and two women have responded to the Nation's call. Their names and ranks (so far as I know them) are as follow:

Major C. K. Flint
Lieutenant Hector Kennedy
Lieutenant L. B. Yule
Lieutenant E. Drader
Lieutenant Locksley McKnight
Lieutenant S. R. Davies
Lieutenant W. H. Edwards
Lieutenant D. R. Grant
Lieutenant H. J. Towerton
Lieutenant H. E. Balfour
Captain A. S. Goddard
Non. Com. LeRoy Mattern
Private S. Grills
Miss McAdam, Dietician
Miss Kennedy, Nurse

Of these Lieutenant Drader, Lieutenant McKnight and Captain Goddard have made the greatest sacrifice men can make—they have given their lives in defence of the high principles of honour and righteousness, the same principles of which they were the exponents in their every day work in school.

Of these three heroes Lt. Drader was especially known to the writer. He was one of my pupils in the old Edmonton High School—a genial, happy lad he was and a good student. I knew him later as a successful teacher in rural school work; and later as a highly respected and much loved teacher in one of the city schools, where his leadership among the boys of the school was especially noteworthy.

An interesting incident in connection with his death has been related by one of his companions, and I think it worthy of being recorded in this report: "He was lying badly wounded on No Man's Land beside an injured companion who complained during the night of being

cold; with characteristic unselfishness he gave his coat to the wounded soldier. When the injured were being picked up the soldier with the officer's coat was taken to the dressing station. Drader was left. In the morning, when the balance of the wounded were being looked after, Eugene was found dead. Who can say that he did not give his life for his friend?"

Captain Goddard and Lt. McKnight were both University graduates and were among the very best of the city teaching staff. We can ill afford the loss of such men as they from the educational work of the province, but their influence still lives in the hearts of those associated with them and in the lives of those who were fortunate enough to be in their classes.

Of those still living Lt. Yule and Lt. Davies have won the Military Cross, and Lt. Kennedy has twice been recommended for the same distinction.

Miss McAdams is Dietitian in the Military Hospital at Orpington in England, and Miss Kennedy is nursing. Lt. Balfour is a prisoner of war in Germany, having been wounded at the Battle of the Somme.

In November the Northern Alberta Teachers' Association met in convention in Edmonton. In 1915 the convention held was the largest in the history of the Association, but this year the attendance was much increased over that of the previous year. The papers given were generally of a high order, but one of them, which has since been printed, given by Mr. Morden Long, of the Victoria High School, on "The Aims and Methods of Teaching History in the High Schools," is worthy of special mention. The convention was highly favoured in having as its chief speaker President Walter Murray, of Saskatchewan University. His addresses were much appreciated and enjoyed by the teachers present.

I have the honour to be, Sir,

Your obedient servant,

J. A. FIFE,

Inspector of Schools.

REPORT OF G. W. GORMAN, B.A.

MEDICINE HAT INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on this inspectoral division for the year ending December 31st, 1916.

This inspectorate lies in the south-eastern corner of the province and embraces that territory extending from the Montana boundary northward as far as the Red Deer River, and from Saskatchewan westward to include the first ten ranges with the exception of about ten (10) townships in the south-western portion of the area described. This division contains, in all, approximately two hundred and ten (210) townships.

In the central northern portion there are some twenty-five (25) townships as yet unrepresented by school districts. About one-third of this area is scarcely suitable for agriculture and will doubtless be given over to ranching for some years to come. Settlement is persistent upon the desirable land, however. The new line of railway south of the river has resulted in new and closer centres of trade, and very considerable settlement has taken place of late in the first two or three rows of townships just south of the Red Deer River, and schools are being built.

In the south-eastern part there are still about thirty-five (35) townships with insufficient settlement to demand the organization of school districts. But here, too, a new line of railway is nearing completion. The whole of this area, a large part of which is now under lease, will become settled and organized, as the greater part of the land is desirable for settlement.

With the exception of the areas described, the rest of this inspectorial division is very well organized. All things considered, I would say that organization has gone forward rapidly during the past three years. There is sure to be great activity and development in this whole inspectorate in the immediate future.

At the beginning of 1914 there were in this division one hundred and thirty (130) school districts with one hundred and eighty-one (181) departments. This year closed with one hundred and sixty-two (162) districts and two hundred and thirty-eight (238) departments, an increase of 23% in the number of districts and of 33% in the number of departments during a period of three years.

Of these 238 departments, 81 are urban, and all of these operated satisfactorily throughout the past year. Of the 157 rural schools, 119 operated for varying periods and with varying results. Thirty-eight (38) districts were without school during 1916. In 25 of these, facilities were not ready—though in most instances very much needed. Ten remained closed because of insufficient children, while the remaining three were unable to secure teachers.

The past two years have brought marked changes in this part of the province. The people have experienced great prosperity. Phenomenal crops and high prices have maintained. New lines of railway have provided closer markets for the settlers in some of the most outlying sections, further increasing the net value of their products. This increase in wealth has resulted in placing farmers in good financial standing, in clearing off debts, improvement in buildings, and wider enjoyment of the comforts of life. The school districts have felt the benefit of the improved conditions. Arrears of taxes are largely paid up, credit has been restored, and many districts are in good standing for the first time.

This prosperity has bred a general desire for better schools, which has shown itself in improvements in grounds, buildings and equipment, and a more general demand on the part of trustees for better qualified teachers and longer terms of school. Our towns and villages have benefited as a result of this increase in wealth. These districts have been strengthened financially, and there has been a corresponding improvement in educational sentiment and endeavor.

The shortage of teachers was keenly felt throughout the past year, rendering the compulsory operation clauses impossible of observation or enforcement. Though every effort was made to secure teachers, the situation remained serious throughout 1916.

The School Attendance Act is undoubtedly improving the attendance, though in many sections the process of educating the parents

to a knowledge of the law and a sense of their responsibilities and duties is a slow and discouraging one, though certainly well worth while. Efficient enforcement of the Act in this inspectorate requires more time than is available for the work under present conditions.

Fifty Warning Notices were sent out during 1916, and nine prosecutions were made. In addition, much work was done among the parents by way of personal calls to acquaint them with the requirements of the law, and to endeavor to secure their co-operation in the effort being made to give all children a fair chance. Much good has been accomplished, but only the fringe of this very important work has been touched thus far.

School gardening is receiving more attention each year. I regret that none of my rural school teachers were equipped to secure the special grant given by the Department to encourage this work. There were, however, a number of very creditable gardens, and it is regrettable that some type of encouragement cannot be offered these teachers and districts. If at all practicable, I think the regulations regarding these grants should be so modified as to provide a grant to teachers who, though not specially qualified for the work, make an honest effort and meet with fair success.

The libraries of all rural schools are improving. The books are receiving better care and wider use in the schools and in the communities. The Department's policy with regard to the selection and distribution of books is resulting in more books, more suitable books, and more used books in our rural schools.

I must remark upon the very noticeable improvement in educational sentiment in all rural school districts during the past three years. The people are anxious for better schools, longer terms, and better teachers, and the tendency to co-operate harmoniously to secure these is very evident. The outlook is very hopeful; many improvements are sure to come during 1917.

The problem of our rural schools, so frequently stated—scarcity of teachers, the continual shifting, and the need for more supervision—remains unchanged.

A great number of inspections were not made during the year. The greater part of my time was given to schools not in operation, to receiving and placing of teachers, and to other problems arising in these districts.

During the past three years I have had a great many official trusteeships, but I am glad to state that the affairs of all school districts in my inspectorate will be in the hands of local boards after the 30th day of January next.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,
Inspector of Schools.

REPORT OF J. E. HODGSON, B.A.

MACLEOD INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Macleod Inspectorate for the year 1916.

This year has been one of exceptional prosperity in the rural and mining districts of this inspectorate and the villages and towns have also felt the beneficial effects of an increased volume of business. As a result there are very few districts not in good financial position and nearly all are commencing 1917 with a substantial surplus. All loans, with one exception, made by the Department to districts during 1914 and preceding years have been repaid.

The improvement in financial conditions has not solved the problems of the rural schools, and in some cases it has increased the difficulty of securing a suitable home for the teacher. This will necessitate during 1917 considerable attention to providing small residences for teachers, as a number of applicants for positions in this inspectorate have expressed a preference for schools making such provision for the teacher. The scarcity of teachers caused a few schools to be closed for a term and others to open late in the year. It is not expected that this inspectorate will experience again an equal difficulty in operating the schools, as the school boards are becoming more alert in securing teachers and are impressed with the necessity of making provision for opening the schools more promptly.

The leading difficulty in rural schools arises from the fact that few teachers remain more than a year in a school and many for only one term. This destroys to some extent the continuity of the work of the school and minimizes the influence which a competent teacher could exert for the educational advancement of the community. Few teachers invite the parents to observe the work of the classes and hence the interest of the parents is not fostered and the teacher is not stimulated to do her best work.

The difficulty in securing and holding well qualified teachers and the fact that the more prosperous and progressive communities are demanding better educational facilities have led to an increased interest in Consolidation and it is expected that this movement will gain considerable impetus during 1917.

The interest in higher education is rapidly increasing and there are now fourteen schools in the inspectorate in which high school classes are being taught. Seven of these complete the courses required for Grade X., five for Grade XI. and two for Grade XII. It is hoped that through consolidation the benefits of higher education will be more widely distributed to rural communities.

In the Crow's Nest coal district several schools in small towns in close proximity are endeavouring to do high school work. These should combine to support one high school centrally located and this school should also be made to serve the special interests of those following mining and related industries. Such combination would allow the principals to devote their attention entirely to public school work, which would be decidedly advantageous to all the schools.

School attendance was on the whole quite satisfactory. The number of cases of negligence or indifference on the part of parents was not very large, but many found it necessary to keep the children at home to assist in harvesting and marketing the abnormally heavy crop. The shortage of labor rendered child labor imperative and in view of the importance of the harvest during the present crisis, it was not considered advisable to compel the attendance of children actually engaged in harvesting activities. In the great majority of cases children were not kept from school for a longer period than was absolutely necessary. A number of unsatisfactory cases was met in some parts of the inspectorate where the habit prevails of living in a village during the winter months and of moving to the farms a considerable distance from school during the time of seeding and harvesting. In some of these arrangements have been made with a view to improving the facilities for bringing the children to school, while others remain unsatisfactory.

In September a school fair was held at the Claresholm School of Agriculture, which proved remarkably successful. The work of organizing and directing this activity was performed by Mr. Scott, a member of the staff of the School of Agriculture, who proved an enthusiastic and competent leader. The teachers and pupils were also very enthusiastic; and the exhibits made by the schools were exceptionally creditable. As each supervisor found that twenty schools were sufficient to engage his attention fully, it would appear that this method of offering instruction and encouraging practical work has decided limitations and that a more comprehensive system of instruction and supervision is necessary if all of the schools are to be reached and interested in rural activities.

A very considerable amount of work has been required of the inspector in performing the duties of official trustee in several districts demanding very detailed study and assistance. These districts will soon be in position to be placed under Boards of Trustees, but it may be necessary to take charge of two or three others in which the financial position is unsatisfactory because of the indifference or incompetency of their officials. Considerable attention has been given to the finances of backward districts, as one was compelled to conclude that districts not in good position financially after two excellent harvests would eventually be placed under an official trustee under less advantageous conditions.

The school buildings are generally in excellent repair, although minor repairs have not been attended to on account of the inability to secure the assistance of mechanics. There has not been sufficient attention to school gardening and the improvement of school grounds, as most districts depend on the initiative of the teacher, and few teachers regard their positions as sufficiently permanent to warrant the expenditure of energy necessary for a progressive campaign.

The outlook for the ensuing year is very promising and it is expected that practically all schools will be in operation early in the term. The influence of the Department in regard to the operation of schools and compulsory attendance and the assistance rendered in securing teachers are producing very desirable results.

The study of the present conflict is receiving considerable attention and many of the schools have shown commendable enterprise in promoting Red Cross and Patriotic endeavors.

I have the honour to be, Sir,

Your obedient servant,

J. E. HODGSON,

Inspector of Schools.

REPORT OF M. E. LAZERTE, B.A.
BASSANO INSPECTORATE

HON. J. R. BOYLE, K.C., M.P.P.

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Bassano Inspectorate for the year 1916.

The work of this inspectorate has never before been as satisfactory as it was during the year that has just closed. The knowledge of country and trails gained during the previous two years, the personal contact with boards and greater intimacy with business affairs in the districts, the growing co-operation of the school officials in the matter of opening schools, securing teachers and enforcing the School Attendance Act, together with their more apparent willingness to equip and maintain the school in accordance with the recommendations of the Department—these are factors that have increased the efficiency of our work during the year. The school officials would be glad were our efforts spread over a smaller territory so that more attention could be given each individual district.

At the beginning of the year there were one hundred and thirty-six departments to be supervised, while at the close of the term, owing to erection of new districts and the formation of two consolidated units, the number had increased to one hundred and forty-six. All these schools were in operation during the year. Over fifty districts maintained a yearly school and very few operated less than seven months. In thirty-five districts the boards retained the services of the teacher or teachers who had served them in 1915. The outlying schools north of the Red Deer River have lengthened appreciably their term of operation and are co-operating with us in an endeavour to secure full-time operation.

Two Consolidated Schools were organized and began work in September, viz., Lomond and Carseland. The enhanced efficiency of the system, the increased enrolment and the more regular attendance of the pupils have already changed the strongest opponents into enthusiastic supporters. There has been no increase in cost in the Lomond District, but, at Carseland, the expense of operating the school was about one-fifth higher than before. The scarcity of labour and the hard bargaining on the part of the van-drivers were largely responsible for this increase.

Nearly all schools in this inspectorate are ungraded; only 25% were this year educating children in grades above the seventh; in 70% there was little or no practical instruction in Agricultural Science; 15% had poor libraries and 42% were poorly supplied with materials for either busy work or elementary hand work. The public realizes that consolidation is a practicable way of altering these conditions and that they need not expect greater "value received" unless they are willing to pay for the same.

Of the teachers engaged in the inspectorate during the year only 29% were men. Of the entire teaching body 20% held First Class, 63% had Second Class, 30% Third Class and 14% Provisional Certificates. The average academic qualifications of the teachers were therefore higher than in the two previous years. These teachers are deserving of commendation for their application to, and interest in,

their work, for the results they have received in the class room and for their hearty co-operation with us in our dealings with the districts. In a few cases especially good work has been done in one particular line. In Midway School District the school was made a live social centre; in Wheatfield, Midway, Gleichen and Liberty districts the school garden was a decided success and an object of pride for the pupils; in Linden and Irricana Districts the school buildings were wonderfully improved, cleaned and decorated, and the attitude of the children towards school life completely changed through the efforts and individuality of the teacher.

During the year I acted as official trustee for the following districts: Gardner No. 2215, Hussar No. 3242 and Mica No. 2728. In Mica the duties were not onerous as no school is as yet required. In Hussar the business became hopelessly tangled owing to the fact that the Board had paid slight heed to the Ordinance. The district is now extricated from debt and notices are posted for an annual meeting at which the ratepayers may once more elect their own board. In Gardner debenture coupons had not been paid and bank notes were overdue. This district is now in fairly good financial standing and its own board will take charge in the immediate future.

In general the boards have had little difficulty in financing during the year. The districts in the C.P.R. block have greatest difficulty owing to the large areas that are exempt from taxation. In some cases children are being deprived of the education they should be receiving owing to the fact that the parents have to wait until this untaxable land is sold and made to contribute towards the maintenance of schools.

As in previous years, no convention was held in this inspectorate, the teachers as usual being allowed to attend the sessions at Calgary, Medicine Hat or Hanna. Fifty-five teachers took advantage of this arrangement last Fall, the greater number going to Calgary.

Looking forward to the coming year we expect considerable organization work in the central part of the inspectorate, and already we sense a shortage of teachers for our outlying schools.

I have the honour to be, Sir,

Your obedient servant,

M. E. LAZERTE,
Inspector of Schools.

REPORT OF J. J. LEBLANC, B.A.
ST. PAUL INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the St. Paul Inspectorate for the year 1916.

This inspectoral division comprises portions of the former Onoway, Edmonton, Vegreville and Vermilion inspectorates. Roughly, the boundaries are: On the south, the Sturgeon River, the Saskatchewan River from the mouth of the Sturgeon to Brosseau, and thence a north-easterly line to the boundary line between Alberta and Saskatchewan; on the east, the Fourth Meridian; on the north, the Athabasca River; and on the west, a dividing line half-way between

the E.D. & B.C. Railway and the C.N.R. branch line to Athabasca. The chief settlements are along the Victoria Trail and the trails to Athabasca, Lac La Biche and Cold Lake, with the furthest outlying organized school districts at Cold Lake, Fork Lake, Plamondon and Grosmont. The territory is served by the C.N.R. to Athabasca and the A. & G.W.R., but the eastern portion of the inspectorate is still without railway facilities, which, with an unsettled area comprising fully thirty townships and located in the centre of the inspectorate, seriously increases the problem of transportation.

A large portion of this area is still in the first process of development and the task of financing the operation of schools, which, in normal times, taxed the resourcefulness of the best administrations, has, during the year, been further increased by the early frosts which did heavy damage to the crops. Many families have, consequently, been forced to temporarily abandon their homesteads, and have moved to centres of industrial activity. On the other hand, the well-developed farming communities, which could directly profit by the high prices paid for agricultural products, have vastly improved the status of their school, and show a prosperous financial condition.

At the time of formation, this inspectorate comprised 146 departments, of which 14 were graded departments and 132 rural ungraded schools. Ten new districts were organized during the year and one graded department was eliminated. In two of these new districts, a dwelling, centrally located for the children of school age, was transformed and equipped into a temporary school, and operated for a term. A word in commendation of this temporary solution of the immediate needs for education may not be amiss, whereas many districts are inclined to contract a heavy debenture debt immediately after organization and construct an elaborate school plant, without making a careful survey of the income that can be realized from taxes. In many instances, experience shows that the actual revenue collected, after due provision had been made for maturing debenture coupons, has barely sufficed to meet the expenditure for a few months' teaching. While it is a very legitimate desire and commendable aim for trustees to erect a good building, such outlay should not prove detrimental to the educational needs of the children, who, invariably, have been out of school for several years. The abnormal conditions previous to the war have led trustees to adopt a course which, today, in view of the depression, seems to have been unwise and not in the best interests of a policy of education. As an example of unstable conditions, a district which counted thirty-three ratepayers at the time of its erection, could claim only seven resident families and ratepayers at the end of this year. Again, the ready response to the Call-to-Arms has proved a further drain on the resources, and one particular district has given twenty men to the Canadian forces.

Twenty-one schools were not operated this year, but two of these formed partial consolidation with others to assure instruction to the children. The reasons for non-operation can be attributed to lack of funds, inability to procure a teacher, or the absence of children. With a few, the exodus of settlers completely unbalanced formulated plans, either to operate or erect a school. Tax collection in these districts is a serious problem. Arrears have been allowed to accumulate to the extent that obligations cannot be protected at maturity. In the interest of the districts, as well as the delinquents themselves, every effort should be made to obtain the payment of taxes from year to year, when the disbursement necessary to meet a single levy would not work a hardship on the taxpayer. Administrations that have

attempted the elimination of all arrears possible, claim an advantage to the individual ratepayers, as well as to the district, inasmuch as it has permitted of a lower rate of taxation and a longer term of operation.

Out of one hundred and twenty teachers whose work was inspected during the year, forty-six were in possession of provisional certificates—a marked increase in the number of permit teachers over 1915. The most serious shortage is experienced in March and April, and many vacancies were only filled after the termination of the Normal School session and the close of the University. The schools remote from railway facilities were most affected by the limited supply of qualified teachers and, invariably, had to temporarily rely on some unqualified person to teach their children.

This year showed a decrease in the number of permanent schools constructed, but the new buildings visited were in conformity with the plans and specifications of the Department. Very substantial structures were erected in Rochester, Lafond, Warren and Lac La Biche School Districts. Due provisions were made for light from the left and rear, as well as facilities for full ventilation. In some of the older buildings the supply of fresh air could be better regulated if the upper half of the windows was so arranged as to permit of being lowered. Generally the school floor receives very little attention, and the cleaning process is confined to sweeping once a day, which is not sufficient to assure a dustless and healthy atmosphere.

Very little improvement in the condition of school grounds has been noted during the year. The majority are fenced, a few have been ploughed and seeded, while some are still in the natural state. The best development is noted where the teacher, with the help of the children, and perhaps the co-operation of a ratepayer, has been able to make the surroundings more attractive by tree planting and gardening. The frequent change of teachers, with an indifferent community interest, is a handicap to systematic and continued progress in this direction. The several school gardens visited are creditable, and the industry of such teachers and pupils should receive the whole-hearted support of the parents.

The equipment in general is ample and satisfactory. The library books are, on the whole, well cared for, and adequate and attractive bookcases have been provided.

The majority of school boards are, as far as possible under existing conditions, endeavoring to operate yearly schools. Those that did not open before the first of March had considerable difficulty in procuring a teacher, and some vacancies were not filled until the first of May. In the short-term school, the tendency is to keep the school closed during the winter, to the detriment of the older boys and girls who have to help the parents during the busy season but who would attend the school during the winter months.

The operation of The School Attendance Act met with a very creditable degree of success, considering the inability of the writer, owing to numerous other demands on his time, to follow up each individual case. In all, seventy-nine notices were sent, besides twelve personal letters to delinquents who were reported not to have complied with the demands of the first notice, with the result that fifty pupils were reported as having returned to school. No proceedings were instituted during the year. With increased facilities for travelling and regular operation of the schools, a better opportunity will be afforded the officer to deal effectively with parents who fail to comply with the requirements of the Act.

A wide variety of teaching was noted in the schools inspected. The qualified teachers are doing efficient work, though in the short-term schools, which naturally brings about a change of teachers every year, the progress is slow. Highly satisfactory results are noticed in the few graded schools of this inspectorate. Lack of profitable seat occupation, inability to wholly interpret the Course of Study, neglect of many subjects on the programme, and the use of methods which are not Albertan, are prevalent weaknesses detected among the Permit teachers, and their successors, if qualified teachers, experience considerable difficulty in correcting the classification of the pupils. In the schools of non-English speaking children, the excellent, effective results from daily attention to oral composition as a medium for acquiring freedom and accuracy in the expression of the English vocabulary mastered deserve special mention.

Thirty-seven days were spent in investigation work. In the communities of non-English speaking settlers, much time has to be spent in broadening their ideas of our educational system, as well as interpreting the duties of the administrative bodies. Persistent visits have improved conditions and often have warded off the necessity of appointing an official trustee. The number of schools administered by the writer, as official trustee, had dwindled to one at the end of the year. Three districts remained in charge of preceding inspectors, who were well acquainted with the local conditions and, therefore, better qualified to carry on the business until such time as a Board can be elected.

High School work is taken up at Athabasca, Morinville and St. Paul des Metis, and at the last Departmental Examinations very gratifying results were obtained. These three centres will offer broader facilities to the rural boys or girls desirous of continuing their education beyond the Public School.

A joint convention of the Edmonton, Onoway, Wetaskiwin, To-field and St. Paul Inspectorates was held in Edmonton on November 9th and 10th. The attendance was satisfactory, when due allowance is made for the large number of schools located at prohibitive distances from railways. An extensive programme of exceptional value to rural teachers was presented.

I have the honour to be, Sir,

Your obedient servant,

J. J. LeBLANC,

Inspector of Schools.

REPORT OF J. MORGAN, B.A.
LETHBRIDGE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Lethbridge Inspectorate for the year 1916.

At the beginning of the year there were in this inspectorate 93 graded departments and 147 ungraded schools. During the year four graded departments were added and three new districts were formed. At the beginning of the year there were eight consolidated districts comprising 25 units, and at the close 13 consolidated districts including 43 units. The five new consolidations begin operation as such the first of January, 1917.

I have now had a good chance to observe the consolidated schools in operation and I am well satisfied with the results that have been secured. In every case a decided improvement has taken place after consolidation and this has given an impetus to the movement. Of course, great care must be exercised so that only the right kind of consolidations may be formed. Higher salaries have been paid to teachers and no doubt this will lead to longer tenure of office. More regular attendance has been secured. The children travel in comfort in all kinds of weather. Social opportunities among the children have been broadened. In small villages and rural communities facilities for taking up the work of Grades IX. and X. have been provided. In no case has the rate of taxation been higher than it would have been under separate operation. In other words, Consolidation solves many of the problems connected with rural school education.

The branch of the Department dealing with the operation of schools is rendering excellent service in my territory. A large number of short-term schools have become yearly schools or, at least, have extended their terms. However, there are some Boards that think that a term of six or seven months' school is sufficient and they resort to various schemes to limit the terms to that length. Close co-operation between the inspector and the Department will bring these Boards into line in time and yearly schools will become the rule.

The past year has been the most favorable the farmers have ever experienced. Abundant crops and high prices for farm produce have placed the farmers in good financial condition. In Lethbridge and the surrounding towns and villages times have also been good. As a result taxes have been paid in freely and the school boards have met their obligations promptly and closed the year with substantial balances on hand, in fact some districts are prepared to pay off their remaining debenture indebtedness. The abundant harvest has affected school attendance adversely. During the Fall the larger pupils were required on the farms and later in the term many children accompanied their parents on prolonged visits to Eastern Canada and the United States.

The School Attendance Act has been very helpful to teachers and the inspector. During the year I wrote to a number of parents pointing out their duties under the Act. I visited others, and, in addition, sent

out 58 Warning Notices. In most cases the pupils attended school regularly afterwards. In a few cases prosecutions should have been undertaken in the fall, but at the time I was unable to undertake the work.

During the year, I acted as official trustee in six districts. In two cases the trouble was financial, but I was able to hand the work over to Boards at the end of the year. In two cases there were not sufficient men in the district to act as trustees. In the other two districts no one would accept the position of trustee unless he was paid for his services. I regret this lack of public spirit and I hope it will not spread to other districts.

Teachers are still scarce, but during the year I received a number from British Columbia and fewer permits were issued than in previous years. There was delay in opening some schools, but this was due more to the mismanagement of Boards than to the exhaustion of the supply of teachers.

During the year I lost a number of teachers through enlistment in the overseas forces of our country. I regret the necessity of their going, but I am pleased to see them respond to the call to higher service. Other able-bodied young men refuse to hear their country's call. I fear they will not be very successful in inculcating the true British spirit in their schools.

Nine districts in my inspectorate have teachers' residences. These districts have had less difficulty than others in securing teachers. Several other districts are thinking of building residences.

Salaries have shown an upward tendency during the year and a number of Boards are now paying from \$840 to \$1,000 in rural districts.

There has not been much progress in the improvement of school grounds this year. Labor was very scarce and it was also hard to secure trees to plant.

The school buildings are as a rule in good condition and the equipment sufficient. The libraries are increasing in size and a better grade of books is being supplied through the wise and generous policy of the Department.

The year was very favorable for school gardening, but I regret to say that very little work was undertaken. Mr. L. E. Lynd, of Taber, and his staff, and Mr. R. L. Gaughan, Kehoe S.D. No. 1558, did excellent work.

The interest in physical training seems to be on the wane and it is a rather unusual thing to find a teacher who takes an interest in the children's games. Too often the children stand or sit around when they should be playing. If a book such as McDougall's Organized Games were placed in each library it would do much to extend the knowledge of games and stimulate an interest in them. I need hardly say that I regard play as an important factor in the education of children.

The urban centres as a rule have a good supply of material for manual training and it is being used with fairly good success. For the past two years knitting has been taught and practised in the Lethbridge schools and this has replaced the prescribed work to some extent. This year the pupils knitted 811 pairs of socks for the soldiers and contributed \$850 for material and supplies for them. It is not too much to suppose that the bonds of Empire were knitted at the same time and that these will be more durable than the socks.

In the graded schools the quality of the work done in all schools varies from excellent to good. In the rural schools there are many efficient and conscientious teachers, but they seldom remain for more

than one term in a district and consequently the schools do not secure the full benefit from their services.

I regret to say that, owing to a serious illness, I was unable to do much work during the last three months of the year.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,

Inspector of Schools.

REPORT OF W. J. McLEAN, B.A.

CORONATION INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Coronation Inspectorate for the year 1916.

This inspectorate extends from the village of Halkirk at the west to the Saskatchewan boundary line at the east, and lies along that branch of the C.P.R. running from Lacombe to Kerrobert, Sask. It reaches for a distance varying from fifteen to thirty miles on either side of this line, and is so laid out as to secure the greatest railway advantages. It is approximately one hundred miles long by forty-five miles wide.

At the beginning of the year there were one hundred and twenty districts or departments, and by the end of the year this number had increased to one hundred and thirty-two, twelve new districts having been added and nine new schools built. These buildings were all frame, and comply with the government requirements. The schools erected at Veteran and Bideford are of an exceptionally fine type. The number of new schools to be built in 1917 promises to be about the same as this year, but I am not expecting so many new districts to be organized. All the unorganized land is being gradually organized into school districts.

The number of schools in operation for the whole or a part of the year was one hundred and twelve; of these eight were graded departments and one hundred and four were rural or village schools of one room. The number of graded departments remained the same as for 1915, showing that the development is in the country rather than in the towns as formerly. There was a very marked improvement in the length of time the rural schools were in operation, and it should not be long before they are practically all open for the full school year. The feeling among the people is somewhat divided as to the time for having vacation; the majority appear to be in favor of having the holidays in January and February, but this feeling is not so decided as it was. Children are becoming older and more able to go to school in the winter and to do work in the summer. Schools in which the vacation is given in the summer are, of course, much easier supplied with a teacher than are those where the vacation is given in the winter, as many teachers are bent upon attending the Summer School during

July and August. Where the children are young or far from the school it is better to have the school closed through January, and the trustees are given this privilege, if it is deemed advisable, by the Department of Education.

I have still a difficulty in keeping schools supplied with qualified teachers, and I expect to have to meet this trouble for a few years, as a number of the schools are some distance from the railroad, boarding houses not too easily obtained, and general conditions not so congenial to the teacher as in some of the older settled parts. I noticed upon my last tour of inspection, however, that there was a great improvement in farm conditions; many fine homes have been built and the surroundings beautified. I believe that in another year there will be many desirable homes in most of the districts, but I am not sure that the people will be desirous of boarding a teacher. The teacher's house is an aid in solving the difficulty of accommodation, but, as yet, few of the districts have one. Four residences for teachers were built during the year, and these are occupied by teachers.

There are two schools in this inspectorate—Castor and Coronation—doing high school work. They prepare eight or ten candidates for the Grade XI. examination each year. These high schools could accommodate more students, but many of the older pupils do not attend, as they are required to aid with the work on the farm. It is necessary in some rural schools remote from a town to teach the work of Grades IX. and X. and some of the best teachers are preparing candidates for the departmental examinations for these grades. This work is being done where there are not many small children and where the junior grades will not suffer in consequence. In the Ione school No. 2570, two pupils succeeded in passing the Grade X. and one in passing the Grade IX. examination. The Crocusdale school No. 2857 was also successful with the higher work. I found the work in the lower grades to be above the average in these two schools. A teacher is not supposed to take the regular class work with these advanced grades, but rather to aid the student with work that he or she finds difficult, and to give direction and advice.

The rural schools were very successful in passing candidates for the Grade VIII. examination; the number passing was not large, but the percentage was about 85, which is highly satisfactory, as all of these pupils cannot attend regularly and are not given special attention that would interfere with the work of the lower classes. The failures are to be found in these schools where there has been premature promotion and where the teacher is not familiar with departmental requirements.

The attendance in the rural schools is fairly good; in a number of districts it can be improved. I should judge that the average for the inspectorate is about 75%. The highest attendance was in the Rough Meadow school No. 2180, which had an attendance of over 97% for 1916 and nearly as much for 1915. Regularity had, in this case, become a habit, as the people were not aware that the attendance was anything out of the ordinary. In a district immediately adjacent, I found the attendance to be about 60%, and was obliged to send several Warning Notices each year. The last one had some effect. I sent out some 45 Warning Notices during the year, but did not make any prosecutions. A record is always kept of all notices sent, and parents are loath to receive a second notice, as it means that in case of another offence more effective measure will be taken. I nearly always receive a notice of cases of violation of the Attendance Act, but in some instances a teacher may be afraid of offending parents and so withholds

information from the Truancy Branch of the Department of Education. I always examine the school register, when visiting a school, and note the attendance of the pupils, also what information I can get regarding those pupils who do not attend regularly. The Attendance Act makes it quite easy for the inspector, as truant officer, to secure attendance. The average is not a safe thing to go by, as there may be a good average and yet be some pupils not attending at all, and the Department requires that each pupil of school age be sent to school regularly. I find that it is possible for me to make an improvement in the attendance throughout this division.

Eighty-five per cent. of the teachers employed during the year held regular certificates; the remainder were teaching on permit. The work done was, on the whole, good, nevertheless there was a wide gulf between the really good teachers and the really poor ones (and I had both classes). The poor teachers were, I am pleased to say, few, in comparison with those doing conscientious work. I can not say that the incompetent are always to be found among the permit teachers, as uninterested indifference is a greater danger than a partial lack of scholastic attainments or professional training. Several of the permit teachers are quite capable of earning the salaries paid, while a few of those holding certificates must feel that they have scarcely done so. As would be expected, the normal trained teacher is surer to give satisfaction, even supposing considerable care is exercised in selecting those to whom permits are recommended. It is of importance to have a teacher placed in a school for which he or she is fitted, as some teachers who are a failure in certain schools do quite well in others.

The course given in physical exercises is, in general, good. For town schools, the prize in connection with the Strathcona Trust Fund was given to Coronation, while in rural schools the first prize was awarded to the Gregerson School No. 3244, and the second prize to the Kimberley School No. 2689. In the case of the two town schools it was not difficult to decide, but in the rural schools the task was not so easy, as a number of the schools were well worthy of mention.

Considerable interest was shown by a number of School Boards in fencing and improving the grounds; the Silverdale, Meadow View, Painter Creek and Gregerson school districts deserve special mention in this line of improvement, yet a number of other districts are also to be commended. In these districts mentioned, the effect was probably more noticeable as the surroundings were not satisfactory before the improvements were made. Trees have been planted in a number of the school grounds and quite an effort was made at school gardening. The planting of trees is of the greater importance, especially in the south-eastern part of the inspectorate. The Gregerson and Whittaker school rooms were the neatest and most beautifully and educationally decorated. The collection of insects, plants and flowers in the Whittaker school was the best I have seen in a rural school.

A joint convention of the teachers of the Stettler and Coronation inspectorates was held in Stettler, October 5th and 6th. Between thirty and forty teachers from this inspectorate attended, and were well repaid for doing so. This convention was supplemented by a school fair and sports day on the following Saturday, and the interest shown by teachers, pupils and parents showed the value of such a movement in arousing an enthusiasm for things pertaining to school work. The success of this convention was due to the energy of Inspector Thibaudeau and the teachers of the Stettler Inspectorate. Later in the year a school fair was held at Veteran. I attended this with

the expectation that it would be a failure, but such was far from being the case. Many parents and children turned out and there was a fine exhibit of vegetables, grain and the work of pupils in the schools in that vicinity.

The success of this local fair was due to George Dowler, of the Leeds school, and the teachers and parents in the neighborhood of Veteran.

I fully realize the value of Agriculture and School Gardening in breaking the monotony of the ordinary school work, in arousing interest and enthusiasm and in creating a better and more social spirit in a neighborhood, and I am looking forward to more work being done along this line next year.

I have the honour to be, Sir,

Your obedient servant

W. J. McLEAN,
Inspector of Schools.

REPORT OF M. O. NELSON, B.A.
WETASKIWIN INSPECTORATE

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Wetaskiwin Inspectorate for the year 1916.

The north, south and east boundaries of this inspectorate at the end of the year are the same as those outlined in the 1913 report; the western boundary, by the formation of some new districts in 1915 and 1916, now reaches to range seven, west of the fifth meridian; there being yet, however, considerable unorganized territory between the district farthest west and the main body of the inspectorate. It now comprises 26 graded and 129 ungraded departments, exclusive of the three high school departments each in Ponoka and Wetaskiwin, and the consolidated district of Rimbey No. 19.

This year saw the erection of Modeste Creek No. 3268, Genesee No. 3343, Lonesome Pine No. 3356 and Hohn No. 3368, all rural districts and lying west of the fifth meridian.

To form the Rimbey consolidated district, also erected this year, five contiguous rural districts were united with Rimbey S.D. No. 661, a village district having a two-roomed graded school.

As this is the initial consolidation in the Wetaskiwin Inspectorate, a few words as to how it came to be formed may not be out of place. Rimbey is a small village about 40 miles west of Lacombe, the nearest station on the C. and E. Railway. As it is the centre of a good farming community with very fair roads radiating from it, as there is already the nucleus of a high school in the village, and as there is a growing desire on the part of many progressive ratepayers for better educational advantages for their children, I have, since first visiting Rimbey in 1913, believed this to be a promising consolidation centre. For the past two years, therefore, it has been my custom to discuss the matter on the occasions of my inspectoral visits. The people appeared to be keenly interested in the matter, yet very cautious

about committing themselves to any definite promise of support for the principle; not so much for any real reason for opposition, as from a vague suspicion that it was a fad of educational cranks, all right for some places, but not a sane, workable scheme for Rimbey district. There seemed need of a clear explanation of the principle; and, in March of this year, I held a meeting in each of the districts that were to form the consolidated area, inspection and consolidation work being combined by holding the meetings at night and inspecting the schools during the day. At each meeting facts and figures in regard to the successful operation of school consolidation in Manitoba and Alberta were presented; by reference to a large map of the proposed area the question of roads, as well as that of the total assessable area, was discussed; the legislation bearing on the matter was carefully reviewed; a careful estimate was made of the cost of school, of vans, the salaries of teachers and drivers, etc.; and, by considering the total estimated cost (less the school grants) in connection with the assessable acreage, a close approximation of the tax levy could be arrived at. The consequence was that, once the matter was thoroughly understood, the progressive ratepayers were keenly anxious for its adoption, the question carrying by a safe majority when voted on. I may add that I am urging the new school board to acquire a five-acre site, one acre to be used solely for school gardening and experimental plots and the remainder for organized sports.

To my mind, school consolidation, while not perhaps a panacea for all rural school difficulties, is the best solution yet offered for most of the present outstanding problems. More efficient school administration, more competent trustees, greater financial strength, a truer profession of teaching, and greater opportunity for rural youth to obtain a high school education would result from its adoption. The question of secondary education for rural youth is an important one, and the chief weakness of our educational system seems to be that it reaches so few of the country boys and girls between the ages of fourteen and eighteen. At the present time, in all farming areas in this inspectorate not immediately within the zone of town high schools, one of two courses must be followed by a parent wishing to give his boy or girl a high school education:

1. The farm may be disposed of, as well as the implements and chattels, and the family move into town; not a few instances come to mind where this has been done, often with financial loss, and generally leading to discontent.

2. To send the child away to school at the character-forming age, and when, of all times, he should be at home under paternal guidance. Is it any wonder that so many parents dread doing this? But if either of these alternatives be not followed, the only other course is to give up the idea of secondary education for the child; and, unfortunately, this is too often done, the result being that the great majority of country youth are "done with school" after reaching the age of fourteen or fifteen. The recent pre-vocational survey instituted by the Department of Education with a view to reach the country youth in their 'teens is an excellent move; the agricultural schools are doing good work every year, but, apart from these efforts, there are bound to be a considerable number of country youth who lack the opportunity for secondary education. The crying need would then appear to be for rural schools in which a two or three years' high school course could be taken up. This would be beneficial in several ways, viz.:

1. A special curriculum for rural secondary education could be provided, thus supplying a long-felt want;

2. The present rural public school programme could be lightened, and more opportunity given for proficiency in the fewer branches taught;

3. The privileges and opportunities of rural life could be taught in the proper rural environment;

4. A much stronger inducement would be offered for boys and girls to remain on the farm.

The principle of school consolidation, therefore, in realizing to some considerable extent the possibility of providing suitable education for country youth, supported as it is by the Department of Education through the agencies of legislation to make it workable, and of financial help to give it support, must more and more commend itself to the favorable consideration of those progressive men and women who are anxious for better rural conditions.

Building operations have been fairly active this year, Michigan Centre No. 509, Wilton Park No. 508, Kulm No. 557, and Brooks No. 564 have put up splendid buildings on good plans; these are well lighted, ventilated and equipped. Rapid Creek No. 3306, Mound Red No. 3272, and Rosary No. 3128 have also built frame schools of a very fair character with satisfactory equipment; while Genesee No. 3343 has built a comfortable log school. In Lonesome Pine S.D. No. 3356 no building has been put up yet, but school has been started in a vacant house suitably equipped. Rev. Gust. Carlson, of Wetaskiwin, who is living on his homestead near the Lonesome Pine district, has taken charge of the school. As he is a man deeply interested in educational matters, and a strong supporter of British institutions, I look for beneficial results to follow his work. Modeste Creek No. 3268, having recently been organized, has not yet a school, but will likely build early next year.

In this connection I might refer to my first visit to Buck Lake S.D. No. 3220 in November last. This district lies on the west side of Buck Lake, about seventy miles west of Wetaskiwin, and is the most western district in the inspectorate. It is a picturesque spot, the lake lying in a rich woodland setting, but the roads, especially in summer, are very bad. Like Modeste Creek and Genesee districts, it has little arable land, it being principally covered with forest. Many of the settlers earn part of their living by trapping. It is a big game country, moose, deer and bear being plentiful. Most of the men in these wooded areas are able to sell their labor to good advantage in the harvest fields of eastern and southern Alberta during the autumn months, bringing back a fair sum of money to provide the necessities of life for themselves and families during the winter months, and to improve their holdings. Living, as they do, so far from the centres of population, they have perforce to suffer many privations. I spent three or four days in the Buck Lake district, and thus became thoroughly conversant with the condition of the people. There are several families with children to send to school, and the educational problem here is to provide a maximum period of operation at a minimum cost. It would be unadvisable to borrow any considerable sum by debenture issue lest the payment of the coupons would absorb most, if not all, of the current revenue; and thus render abortive the purpose for which the school would be built by making it impossible to operate for any but very short terms each year. School was accordingly opened in a vacant house, suitably equipped. Mrs. Willson, a resident who has taken high school training, was placed in charge, the prospects being very fair for eight months at least of school next year.

In regard to the operation of schools I beg to report that there were nine schools in this inspectorate not in operation in 1916. Of these nine schools three have no school buildings yet, two have no children left, one is sending the children (two in number) to a neighboring school at the expense of the district, one failed to secure a teacher, and the remaining two were financially unable to operate. Leaving out these nine districts, sixty-seven per cent. of the remainder were in operation during the entire year; of the rural schools left these varied from five to eight months of operation, several being unable to secure a teacher in time for longer periods, while others put up buildings during the year. Owing to the scarcity of teachers it is difficult to compare this with other years in respect to school operation, but I am convinced that the Operation of Schools Branch is doing effective work in lengthening the period of operation in not a few districts within my inspectorate this year. Indifferent school officials can easily avoid opening school when the Department is unable to supply a teacher.

Practically all my schools were visited once this year, while forty-five per cent. of the ungraded schools were visited twice.

No new districts have been placed on my official trustee list this year. In March last a ratepayers' meeting was held in Waldheim S.D. No. 2739, a new school board duly elected and the school affairs again placed in their hands with the finances straightened up. During my term of office considerably more land was added to the district, which will materially aid future efforts in financing.

I still hold Dnister S.D. No. 2716, Richmond No. 1831, and Fisherton No. 1859. In regard to Dnister, the affairs of which I have administered for over two years, the finances are now in good shape; but as there is no person in the district who is able to write good English, and but few who can speak it, the time does not seem to have yet arrived for them to manage affairs. In regard to Fisherton, I beg to report that it was necessary to enter action against a lumber company for a large amount of tax arrears. After judgment was registered it was necessary to wait one year before further action could be taken. This fall, however, the matter was again pressed, with the result that the company paid up the judgment, yielding us a sum of considerably over five hundred dollars, clear of expenses, for the treasury of the school district.

No prosecutions under The School Attendance Act have been conducted by me this year. Five families were visited, and persuaded to send their children to school. Thirty-four Warning Notices were mailed; but as some of these went out late in the fall term it will be necessary to follow them up, and perhaps to prosecute in one or two cases, next year. The policy of The School Attendance Branch in requiring statements from the teachers, and in giving the inspectors notice of the worst cases, is producing good results. By this means the inspector can follow up the worst cases, especially if he also keeps in touch with the teacher in regard to the matter, and this he was unable to do before. Generally speaking, the work of this branch of the Department is satisfactory along two lines:

1. In raising the percentage;
2. In creating a public conscience as to the rights of the children in this respect.

The rural Municipality of Montgomery No. 458 was organized in 1916. It comprises all Township 44 in Ranges 22 and 23, and all of Townships 45, 46 and 47 in Ranges 22, 23 and 24, all west of the fourth meridian. Twenty school districts are totally, and six partially,

included within its area, and these schools are much benefited from a financial point of view by the business-like manner in which the business of the Municipality is conducted by a capable council. As the money needed is paid over promptly to the treasurers of the school districts every quarter, these schools are in much better condition than when each collected its own taxes. I am hoping for a more general extension of the municipal system.

There were teaching in this inspectorate during the year five teachers holding degrees and first class certificates, thirty-one others holding first class certificates, one hundred and four holding second class certificates, eleven holding third class certificates, and nineteen holding provisional (permit) certificates. This is an increase of eleven provisional certificates over last year.

Of the character of the teaching I have little to add to what has already been said in other reports. That done by qualified teachers is generally pretty good, more especially when the teacher remains in the same school one or two years. Permit teachers do very fair work when they call on the inspector for instructions before taking charge, or when the inspector can visit them early in the term. One point that has been especially noted this year is that the time is poorly allotted among the various subjects in not a few schools. I have been, therefore, watching time-tables rather closely, and, where necessary, have asked the teacher to make out a new one, and to submit it, by mail, to the inspector for approval.

While most teachers receive a good or excellent mark for the manner in which the school register is kept, some carelessness is still to be met with. In ten or a dozen schools visited this Fall I have found the 1916 returns being entered in an old register, probably a 1912 or 1913 register. This is sheer carelessness, and is deserving of censure.

School libraries constitute a very popular item of school equipment. Not only do these furnish instruction and entertainment for the children, but the older people of the district are encouraged to use the books as well, especially during the long winter evenings. I am glad to say that many avail themselves of this opportunity. The older districts have libraries of from two hundred and fifty to four hundred carefully chosen volumes. The Book of Knowledge, the geographical and historical Readers, and the Classics are among the books best liked. I note a growing tendency each year to use the books to better advantage. The new library records furnished by the Department are of material value.

In my graded schools all the subjects of the school curriculum are taught faithfully and well. Special mention might be made of the Art work in the Wetaskiwin schools, which is excellent; Mrs. Terry, the instructor, also conducts the Kindergarten department.

In the ungraded schools Agriculture and Nature Study are handled pretty well by the teachers who have taken the Summer School course. In fact, many country boys read the Agriculture work up themselves from the text-book. I am urging a more systematic treatment of Composition and Writing. As to History the Canadian part is taught more fully than the British. Those teachers who choose a few lessons for intensive study in Literature, and who combine, where possible, Grades VI. and VII. as well as IV. and V. for this subject, are able to point to very satisfactory results. I have been urging my teachers to work out carefully a time-distribution schedule in order that no subject may be favored at the expense of another.

Wetaskiwin and Ponoka schools cultivated excellent gardens again this year. The Ponoka school won several prizes at the local

Agricultural Fair. The vegetables from the Wetaskiwin garden, to the value of over sixty dollars, were donated to the hospital. Several interesting gardens were found at rural schools, although on account of visiting many rural schools in early spring and late fall quite a few good gardens were necessarily missed. Some of the best were:

School.	Teacher.
Sunnydale, No. 298.....	Miss Lilian Parnell
Poplar Bluff, No. 1178.....	Miss Agnes Bjorkgren
Hazel Hill, No. 767.....	Mrs. Charlotte Cushman
Haultain, No. 533.....	Miss Nellie James
Hillside, No. 702.....	Miss Mary Miller
Halicz, No. 1500.....	Mrs. Mary Lehane
Parkdale, No. 350.....	Miss Beulah Webster
Wonce, No. 1800.....	Miss Margaret Hanna
Beaumont, No. 741.....	Narcisse Burrell, B.A.

Mr. Burrell deserves credit for holding a fair in his school at which vegetables, flowers and manual training exhibits were shown.

At the Nashville S.D. No. 565 it was not thought best, owing to adverse conditions, to have a school garden, and so the teacher, Miss MacLellan, encouraged the pupils to cultivate gardens at home. I am told that good results followed this course. A great many other examples of very fair school gardens could be given if space permitted.

The best work I have yet found being done in Manual Training in rural schools was that in Rosebriar S.D. No. 396. A display from this school was on exhibition at the Teachers' Association in Edmonton this fall, and won favorable comment. The teacher is Miss Elizabeth Simonson, B.A.

The manner in which the teaching profession has responded to the call for overseas service affords ground for solid satisfaction. The fine example set by the men who have enlisted cannot fail to benefit all other teachers in teaching the sacredness of duty and loyalty to the sense of right. I beg to append a list of the men who have left this inspectorate to serve their country within the last eighteen months, and the school where each last taught:

William Evans.....	Peace Hill, No. 488
Merrill Lyle.....	Pigeon Valley, No. 1640
Ross Annett.....	Dowling, No. 511
Laurence Armstrong.....	Pigeon Creek, No. 818
Nesbitt Alexander.....	Fredericksheim, No. 478
A. Cameron Berdan.....	Weed Creek, No. 2339
John M. Hughes.....	Kulm S.D., No. 557
Herbert Shaw.....	Angus Ridge, No. 748
R. A. Richards.....	Magic, No. 742
Baillie F. Cryderman, B.A.....	South Pigeon Lake, No. 1601
William Robertson.....	Rainier, No. 2619
Addison Baker.....	Sharphead, No. 667
Mr. Baker (Leduc).....	Busenius, No. 1824
Robert Langston.....	Willesden, Green No. 3074
John Shaw.....	Asker, No. 408

Herbert Shaw and William Evans have recently been killed in action. It is very probable there may be others who have enlisted of whom I have not heard.

Two agencies that have greatly contributed to saving time this year are the use of the automobile in inspection work and the new report forms. These latter are an excellent device. I have much more time now, than formerly, to devote to other phases of my work.

On November 9th and 10th the Northern Alberta Teachers' Association, of which body the teachers of this inspectorate are members, convened at Edmonton. The sessions were both interesting and profitable.

I have the honour to be, Sir,

Your obedient servant,

M. O. NELSON,
Inspector of Schools.

REPORT OF H. R. PARKER, B.A.

VERMILION INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the Vermilion Inspectorate for the year ending December 31st, 1916.

This inspectorate includes one hundred and thirty-nine departments, of which one hundred and twenty are in English-speaking communities, while the ratepayers in the other districts are of foreign origin.

Seven schools established before the beginning of the year did not operate nor make any provision for the education of the children within their borders. Of these, four were formed late last year and did not have their buildings completed in time to secure teachers, one had no children of school age until late in the autumn, one was in poor financial condition and one has made no effort to erect a building although it has been established for about three years.

In schools in foreign communities some progress has been made in the teaching of English. Probably half of these schools were in the hands of permit teachers who came late in the spring and left early in the autumn. Owing to poor boarding facilities in many of these districts it is impossible to get teachers to locate therein until no other schools are obtainable. In districts where boarding conditions are good and teachers remained in charge for eight months or over, very good progress was made in English. In no district did I find any tendency to use any language except English.

Sixty-seven cases of reported truancy were investigated during the year. Of these, twelve were found to be over the age limit, ten were due to illness and six were too far removed from school to be subject to the penalty provided in The Attendance Act. Warning was given in thirty-nine cases and proved effective in that the children concerned attended for a time at least, although in some cases reports received late in the year showed that the effect was only temporary. In the case of one parent with three children it was found necessary to prosecute. Conviction was secured and the parent put under a one hundred dollar bond to compel the future attendance of his offspring. A small cost in connection with the case was also collected by the presiding magistrate.

The operation branch has done very effective work in lengthening the time schools are kept open and in increasing the number of schools which operate. The shortage of teachers has been a serious handicap in this work. Several of the land companies have also ceased to pay taxes and in this way have made it almost impossible for some districts with a small assessable acreage to finance their schools during the whole year. Several of these districts are now seeking relief by having their returns of unpaid taxes confirmed and proceeding to collect taxes in this way.

During the year four districts were administered as Official Trustee. Three of these are chronic cases of indifference of the ratepayers, who persistently neglect to turn out to the annual meeting in sufficient numbers to elect a school board. In the other case the board in charge simply neglected to meet their obligations. In this latter case I took the district over in March and acted as secretary-treasurer as well as trustee. By the first of July some thirteen hundred and fifty dollars of old debts had been retired and current expenses met. The district was then in good condition for handing back to the ratepayers, but was administered to the close of the year at the request of some of the ratepayers and apparently to the satisfaction of all concerned.

Throughout the inspectorate the work of the pupils varies from very good to poor. English Composition is the weakest of all subjects. The work in Writing, Manual Training and Art continues to improve. Fewer attempts have been made to cultivate school gardens than in 1914 and 1915, but the few who have gardens have done a higher grade of work and have used these gardens to better purpose in teaching Agriculture.

Many of the teachers at work in this district have been teaching under permit. The heavy enlistment of teachers in the overseas forces has practically taken all the physically fit young men from the schools. It is somewhat of a novelty to find a young man of military age at work in the class room. Apart from permit teachers the great majority of those in charge of schools are recent graduates of our Normal Schools. Most teachers are earnest and careful in their work and are meeting with results in proportion to their efforts.

The school buildings are generally well lighted, well heated and kept in cleanly condition. Ventilation is frequently not provided for. Less than half the schools have any fence or any ornamentation of school grounds. A few of the older districts, where finances are in a better condition, are making efforts to improve these conditions. The working equipment shows a steady improvement. Library books have made a marked advance in number, quality and use during the past year.

Several districts have showed a strong tendency to establish a social centre at the school.

The Vegreville and Vermilion Inspectorates held a joint convention at Vegreville during the month of October. An instructive programme was provided and over one hundred teachers were present.

I have the honour to be, Sir,

Your obedient servant,

H. R. PARKER,

Inspector of Schools.

REPORT OF J. W. RUSSELL, B.A.
HIGH RIVER INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the High River Inspectorate for the year 1916.

No changes have been made, during the year, in the boundaries of this inspectorate, the territory comprised being that part of Townships 14 to 22, inclusive, lying south of Bow River and west of Range 21, west of the 4th Meridian.

In the High River Inspectorate there are 147 school districts or departments. During the year 33 graded departments and 105 ungraded schools were in operation. Six rural schools were not operated, but school privileges were provided for the few children of school age resident in these districts by arrangement made by the trustees with the school boards of adjoining districts. Certain schools which remained closed during 1915 were operated in 1916, while some school boards which operated their schools in 1915 found it necessary to close their schools in 1916. The arrangement whereby school districts with a scanty school population may have their children educated in adjoining districts appears to work satisfactorily, and without exception, in this inspectorate, advantage was taken of it.

Three new districts were organized during the year. In one of these, Black Diamond S.D. No. 3277, a very attractive school has been erected and put into operation. As this inspectorate is very well settled, there is no probability of many new districts being organized within the present boundaries, but the time has arrived when the necessity or the desirability for readjustment of certain districts must receive attention. In many localities, where, in the earlier days, large school districts were organized, and where, now, the people have become established in comfortable and prosperous homes, there is a growing desire on the part of parents to have better opportunities for their children to attend school regularly. In several instances, therefore, during the year, efforts have been made in such localities to have new districts erected by the process of having several conveniently situated districts contribute a portion of their territory. The chief reason for such readjustment is the desire of parents to lessen the distances which their children have to take in going to school. In the instances which have come to my notice there was no doubt, in my mind, as to the reasonable attitude of the parties interested. There will be, very probably, a continued effort in this direction during the coming year.

In such unorganized territory where, as yet, organization into school districts does not appear possible or advisable, effort was made to have parents who have children of school age provided with the Course of Studies, the list of authorized text-books, and such other literature as would be of assistance to them in their attempt to educate their children without public school privileges.

During the year the work of 126 teachers was observed. Of these 17% held first class certificates, 65% held second class certificates, 9% third class, and 9% provisional certificates. In 1915, 14% of the teachers whose work was observed held first class certificates,

64% second class, 11% third class, and 11% had permits to teach for short terms. It is gratifying to note that there is a growing tendency on the part of school boards to secure the services of teachers who have the highest qualifications.

In the graded schools, generally, the policy of the school boards is to retain the services of teachers whose work has given satisfaction. As a result, the change of teachers in graded schools is not marked. The benefits accruing from such a policy are very great. Without exception the quality of the work done in the graded schools is of a high order. In the ungraded schools, however, the trustees do not always display the same foresight. Too many capable teachers in our rural schools, who have done very successful school work, and who, in other ways, have rendered their communities excellent services, do not receive the recognition that these services deserve, or the encouragement sufficient to induce them to remain for an extended term. The frequent change of teachers in our rural schools is one of the most fruitful sources of unsatisfactory progress.

Early in the year, the two districts whose business was being administered by the Department of Education, through the medium of an official trustee, decided to elect school boards and to conduct their own school affairs. There can be no doubt as to the efficiency of this branch of the Department in assisting districts, where the services of an official trustee are required, to the position where the discharge of the business of the districts can be satisfactorily undertaken or resumed.

There has been little or no complaint made during the year by financial agencies holding school district debentures, in this inspectorate, as to the dilatoriness of school boards in discharging their financial obligations. One of the reasons for this, no doubt, is the improved financial condition of the school districts, due to the bounteous harvests of the past two years. However, I have assurance that the branch of the Department charged with the oversight of this business has rendered a good service in the education it has been able to afford school districts in the handling of their financial affairs.

Very considerable improvement was made in school grounds, buildings and equipment. Several school boards were able to make improvements of such a nature as were not requested or expected. In a large number of instances it would appear that school boards are quite desirous of improving their school property, and when relieved of financial stress derive great pleasure in such improvement.

During the year Emerson S.D. No. 1283 erected a very creditable two-roomed school. Frankland S.D. No. 1203 also erected a fine two-roomed building, with basement and assembly hall. These buildings are well lighted and ventilated and equipped with furnaces for heating purposes. The type of schools being erected is much superior to that of a few years ago, inasmuch as advantage is now being taken of the plans of school buildings prepared by the Department.

The books issued to school districts by the Library Branch of the Department, in lieu of the former library grants, are meeting with the general approval of the teachers. A large number of schools are provided with very good libraries. It is desirable that a larger range of reference books, suitable for teachers in the discharge of their school work, be added to the departmental catalogue lists, so that the school libraries may prove of greater benefit to both pupils and teachers. Several teachers are alive to the great value of the school library, not only in school work but in arousing interest in reading in the community, and are doing what they can to extend its influence.

During the year Springdale S.D. No. 1687 and Fosk S.D. No. 1426 effected consolidation. While this is the first instance of consolidation in this inspectorate, the question of consolidation is being widely discussed. Though it would appear that the people are not quite ready to commit themselves to the project of consolidated schools, there is ample evidence that the question will be carefully discussed in those centres where circumstances seem to invite the consideration of any means that will offer more advantageous school facilities.

There have been sufficient teachers to meet the demands of the inspectorate. Several married women, formerly teachers, responded to local calls and took charge of schools, thereby relieving the situation. There is a scarcity, however, of male teachers, a large number having enlisted for overseas service.

There was very little done in the way of tree-planting. There are several instances in which the efforts to grow trees on the school grounds have been quite successful, but, as a rule, unless the teacher is an enthusiast, the amount of sympathy offered for a project of this nature is not such as would be likely to encourage him to special effort in this direction. In school gardening the efforts of the teachers are very frequently hampered by neglect on the part of the school boards to make suitable preparation or to securely fence the grounds. Some teachers, however, have made the attempt to have a school garden, even under unfavorable circumstances, and have been successful. The many attendant obstacles, however, in the way to satisfactory results, discourage teachers and pupils in this part of the school work. The whole question of school gardening and of school ground beautifying would appear to need the care of more thorough organization and supervision, if reasonably satisfactory results are to be secured. The school fair held at Claresholm, in the fall, under the direction of the Claresholm School of Agriculture, in which five schools in this inspectorate participated, was very successful. The display of flowers and vegetables was highly creditable. The interest shown by the parents and the enthusiasm displayed by the pupils and teachers clearly demonstrated the beneficial results of careful organization and supervision.

The attendance of pupils at school has not varied much from that of last year. Generally speaking, there has been increased effort on the part of school boards to have their schools in operation throughout the year. The number of schools operating for a short term only is decreasing. The provision whereby, with the consent of the Minister of Education, certain schools may delay opening until February, while a short vacation is taken in July, is meeting with favor in those districts where children who are quite distant from school are relieved from attendance during the severe weather. In several instances such schools have operated throughout the year.

The School Attendance Act is meeting with popular favor. In a large number of cases where unsatisfactory attendance was reported, the issuing of a Warning Notice, as provided in the Act, was all that was necessary to have delinquent pupils attend school regularly. In some instances, however, it was found necessary to have the Act enforced. In each case conviction was secured. As the knowledge of the requirements and workings of the Act becomes more widespread, there appears to be sufficient evidence to warrant the expectation that a more satisfactory school attendance will result.

There has been a gratifying improvement in the quality of the work done by the teachers in the rural schools during the year. The primary grades have received more attention. A greater effort has been made to interest school boards in providing suitable material

for the primary pupils. Good progress has been made in Physical Training, and beneficial results are quite noticeable in certain schools. There is a slight improvement in the teaching of Agriculture. More attention has been given to Reading, Writing, Oral Composition and practical Arithmetic, with reasonably satisfactory results. There is still the tendency on the part of many teachers to treat Grammar, History, Civics and Geography simply as text-book subjects. More effort is needed on the part of teachers in directing and encouraging their pupils in habits of independent thought and discussion.

The convention for the teachers of the Calgary and High River Inspectorates was held in Calgary on October 26th and 27th. General satisfaction was expressed by the teachers with the programme prepared by the executive of the convention.

I have the honour to be, Sir,

Your obedient servant,

JNO. W. RUSSELL,
Inspector of Schools.

REPORT OF WALTER SCOTT, B.A.
HARDISTY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hardisty Inspectorate for the year 1916.

There have been no changes in the boundaries of this inspectorate since last report. Nine new districts have been organized. The C.N.R. line south-east from Camrose was placed in operation during the year and several towns and villages have grown up. Two of these, Alliance and Forestburg, started schools. Galahad, Heisler and other towns are demanding schools and the difficult problem of carving out new districts from the old ones has arisen. An attempt to solve it by consolidation has been made, but so far without success. The Government has greatly improved the road along the telephone line from Daysland to Hayter, making travel throughout the inspectorate much easier.

There was promise during the summer of one of the finest crops in the history of eastern central Alberta. The heavy rainfall of the autumn retarded ripening and on the heavy low land the grain was injured by frost. On the high land and on the light land excellent yields were gathered and the high prices have made prosperity very general among the farmers. Many farmers have made fortunes out of their grain.

The schools have had little difficulty in financing during the year. Debenture payments have been promptly met and the salaries of the teachers have been regularly paid. School properties have been improved, especially the school yards. All the towns and villages on the C.P.R., except one, have undertaken to improve their yards, and already Sedgewick, Killam, Strome, Daysland and Provost have creditable lawns adorned with trees, gardens and walks. Loughheed, Rosyth, Amisk, Hughenden, Czar, Cadogan and Hayter have made beginnings. Too many rural schools have started to make their yards

attractive to mention them individually, but I hope the day is not far distant when every school yard in the inspectorate will be made attractive by campus, groves, gardens and walks.

The Department of Agriculture placed at Sedgewick an agent, as he was styled, for the purpose of stimulating agricultural education. Mr. Taggart was the representative and he organized his work with Sedgewick and Argyle schools as centres. His work not only stimulated agricultural education among the large number of schools directed in the work, but, I think, acted beneficially in respect to general education. Excellent fairs were held at Argyle and at Sedgewick. The exhibitions of garden produce, live stock and school work were excellent at each place and were largely attended.

Many of the teachers from the Camrose Normal School began work in this part of the province. This resulted in most of the schools being taught by qualified teachers. There were eleven permits granted for schools in the inspectorate. The best salary paid by a rural school was \$960.00 per annum; the lowest, \$700.00. Several graduates of our universities were in charge of rural schools. The time seems to be past when any number of permit teachers will be needed in this inspectorate. There are very few schools which cannot afford to operate the whole year.

For several years the farmers have been having good harvests. Homes have been made more comfortable, farms and farm buildings have been improved and there is general among the farmers considerable prosperity. The schools have kept pace with the general advance. On the whole the boards of trustees have managed school affairs well. This cannot be said of all districts, but it can be said of most of them.

The work of the teachers has, on the whole, been satisfactory. The ordinary subjects of the school course have been faithfully taught and an effort has been made to meet the new requirements of the Department in regard to Nature Study and Agriculture. It cannot be said, however, that the teachers as a class endeavor to improve their education after they leave Normal. I believe that our teachers compare very favorably with the teachers of Eastern Canada, but in this respect it appears to me that they are not so ambitious. The Summer School at the University will probably change the attitude of our teachers in this regard.

The number of teachers who have enlisted for active service has been large. Practically all the young men who were physically capable of service in war have enlisted. Many of those who remain behind have been very active in Red Cross work and in Patriotic Fund work. Our schools are doing their bit in the war. One of our most promising teachers, Lieutenant Simpson, for several terms principal of Daysland school, was killed while on duty in France.

The convention was held at Daysland and was largely attended. An excellent programme was arranged for by the acting-president, Mr. R. Henderson, of Sedgewick. Miss Burnett and Mr. Sansom, of the Camrose Normal, gave excellent addresses; Mr. Thibaudeau and Miss Lees, of Stettler, contributed much to the success of the convention. The evening programme was given by the citizens of the town of Daysland, who also entertained many of the teachers during the convention. It was decided to meet in Camrose in 1917.

The library belonging to the teachers continues to grow in number of volumes. Printed catalogues were distributed among the schools and all who wished to enrol were invited to become members and to make use of the books. The library is not being largely used. The principal of Hardisty schools is, ex officio, librarian.

Owing to the very heavy rainfall, this has been the most difficult year to get work done since I entered the service of the Department. For a large part of the summer it could scarcely be said that we had any roads except in the sand country. I endeavored to do the attendance work promptly and called on many of the parents who were negligent. Only in extreme cases did I prosecute. Two parents refused absolutely to comply with the Attendance Act and were convicted and fined. Owing to the greater number of yearly schools I have been able to inspect many more while in operation than during other years.

I have the honour to be, Sir,

Your obedient servant,

WALTER SCOTT,

Inspector of Schools.

REPORT OF J. A. SMITH, B.A.

CALGARY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Calgary Inspectorate for the year 1916.

At the beginning of the year there were in this inspectorate two hundred and twenty-seven graded public school departments and thirty-eight rural schools. At the end of the year these numbers showed no increase or decrease.

No building operations have been carried on in the City of Calgary or in any of my town or rural districts, though present indications point to the early necessity of increased school accommodation in the central part of the City of Calgary. Parents with children have been moving in from the outlying districts of the city, thus causing congestion in a few schools and vacant rooms in others. In Cochrane and Langdon there has been a decrease in the school enrolment and two rooms can now accommodate the children in these places. In the village of Canmore the school populations show a marked increase necessitating the opening of a third room in a temporary building. The building of a new school in this village is under the serious consideration of the board.

The department in charge of the operation of schools is doing valuable work in this inspectorate where this work is needed. All my rural schools, with two exceptions, where there were children to be educated, were in operation during the entire school year. One school through local jealousies and petty quarreling remained closed for four months. The other, on account of financial difficulties, could not be operated for more than six months.

In some of my rural and village schools there is still that lack of community interest in the success of the school, but I am pleased to report that in the majority there has been considerable improvement in this respect. The aggressive teacher with marked qualities of leadership is doing much towards stimulating interest in the success

of the school, improving social conditions in the district, and, by encouraging a wider use of the school plant, adapting the school to community needs. I have a number of rural and village districts where teachers of this type are engaged and I cannot speak too highly of their influence in the school-room and in the community. Increased permanency in the teaching staffs of these schools is doing much towards advancing the educational interests in the respective communities as well as improving in a marked degree the standard of work in the class-rooms. In my judgment more efficient work has been done than in any previous year. I have, in not a few of these schools, teachers with enthusiasm, valuable experience and a broad professional outlook.

The School Attendance Act is having a marked effect on the regularity of attendance in this inspectorate. More co-operation on the part of the teachers is yet needed in the enforcement of the Act. Not a few teachers do very little towards disclosing and treating the causes that underlie truancy and irregular attendance, and leave everything to the police function of the Attendance Officer. More frequent visits to the home to secure the confidence of the parents and to impress upon them the value to their children of regular attendance at school would relieve the Attendance Officer of much disagreeable work.

During my year's inspection of rural and village schools I was deeply impressed with the need of very much greater attention to the physical welfare of the children. The play activities of the children seemed to be given but little chance for expression and the general absence of playground facilities was noticeable. More appeal to the play instincts of the children would increase the holding power of the school.

A few districts in my inspectorate had very creditable school gardens. The most successful were found at Banff and in the Glenmore S.D. The fact that a school garden has proved a success at Banff, where there is very little good soil, should encourage the pupils and teachers in the prairie country to greater effort. It is my experience that if a teacher shows sufficient enthusiasm in this work she or he has little difficulty in getting the co-operation of the trustees in the preparation of the soil. A few teachers were much discouraged, on resuming their duties after the summer vacation, to find that the cattle had left no trace of what was once a promising little garden. If sufficient enthusiasm cannot be aroused among the pupils to care for the garden during the summer vacation, this work should not be attempted.

Of the subjects of study, Arithmetic seems to be the most efficiently handled. Problem work is gradually becoming more practical and more thorough and intelligent drill on the fundamental operations is given in the lower grades. It is possible that too much time and effort is given this subject. The authorized method of penmanship is producing only fair results. This method is subject to serious abuse by teachers who do not understand the principles underlying habit formation. Considerable skill in making running ovals, etc., is acquired without the corresponding skill in handwriting. Not sufficient practice in real writing is given. Geography is not very well handled in Grades III. and IV. The home and outdoor experiences of the child should be utilized more in the formation of geographic conceptions in the lower grades. The teaching of formal definitions of land and water forms is a waste of time and effort. I was pleased to find more intelligent methods of teaching Composition, more serious attention given

to the subject, and much improved results. More time should be given to Music in the rural and village schools and more musical appreciation should be developed in the pupils. Outside of the City of Calgary, there is yet little improvement in the teaching of Art.

The work of the Pre-vocational School in Calgary is rapidly expanding. This school has now a staff of ten teachers; five of these are doing academic work and five are handling the industrial work. Interest in pre-vocational work in the city is rapidly and steadily growing and the sentiment in favor of the establishment of other schools of this type in the city has become increasingly insistent.

A convention of the High River and Calgary Inspectorates was held in Calgary on October 26th and 27th, with a large representation of teachers from both inspectorates.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,

Inspector of Schools.

REPORT OF W. A. STICKLE, B.A., B.PAED.

TOFIELD INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I beg to submit for your consideration the following report on the Tofield Inspectorate for the year 1916.

During the year the number of schools in the inspectorate was increased from 184 to 205, four new districts being erected and seventeen added from surrounding inspectorates. Owing to a considerable amount of official trustee work, it was not possible to visit all the districts or to give satisfactory supervision and assistance to the large number of inexperienced teachers and those teaching on permits.

About half of the new districts with which I have come in contact have had much difficulty in completing their preliminary arrangements. Usually, no action is taken looking to the erection of a school district until there is immediate need of a school. In many cases there is no resident who has either the time or the knowledge of details necessary to enable him to manage the initial proceedings and get a school open in reasonable time. Too often there is much delay, resulting in disappointment, dissatisfaction and discouragement. Much of this might be avoided if the inspector or some other official of the Department were sent to the district as soon as it is erected, to assist the local trustees and their secretary-treasurer to get started properly and promptly. Such an outside official could, in a couple of days, assist in the settlement of such questions as site, plans, equipment, debentures and contracts, which too often cause considerable delay and eventually necessitate the assistance of a Departmental official when matters have become seriously tangled. The advantage of early assistance is well illustrated by two cases in the Tofield Inspectorate. In the first, the official trustee had a building erected at moderate cost and a school in operation within three months of the establishment

of the district, while in the second the trustees got into difficulties from which the Department had to rescue them, and they are starting anew over a year after the erection of the district. Considerable assistance has been derived from the circulars, plans and printed directions sent out by the Department, but many trustees find it difficult to translate these into concrete results. Occasionally trustees try to "improve" the plans recommended for school buildings, generally with disastrous results. This would also be prevented under the oversight of one who knew the principles underlying a good school plan.

Many of the older districts became seriously involved in debt by building, equipping and operating before levying any taxes and had great difficulty in meeting their obligations with the limited taxable area at their disposal. As a result, some districts in the Tofield Inspectorate are unable to operate a yearly school until these old debts are paid off. New districts are avoiding this situation by levying a full rate the year of their erection; indeed, a few districts are collecting a considerable surplus before they need to build.

The efforts of the Department to have all schools operate for the full year are meeting with wider and wider approval and support. Parents are coming to realize the loss incurred by short-term operation of the school. Where the school is running during the winter, the larger boys and girls have an opportunity of improving their education, and the younger children, under their care, may be driven to school in safety and comfort. In this part of Alberta the press of work on the farm is very light in winter, and many farmers convey their children to and from school. At one rural school visited at the beginning of February, when the thermometer registered 36 below zero, every child of school age in the district was present, and the percentage of attendance for the months of January and February was over 80, although some of the pupils lived four miles from the school. The secret of this situation was the interest of the parents and the presence of a school stable. Many of the better teachers allow "winter" pupils to concentrate on subjects of immediate practical value, this extending and increasing the usefulness of the school. The presence of young people 15 to 18 years of age frequently makes possible the organization of some form of social activity for the community.

As yet there are no consolidated schools in the Tofield district, but two or three localities are discussing the question of forming consolidations. In these cases purely "rural" consolidations are favored, and the outcome will be interesting. A report prepared by the Department giving the positive results of the working of those consolidations which have been in operation for some time, and pointing out the difficulties and objections most commonly met, together with the means of overcoming them, would be of material assistance in promoting desirable consolidations and preventing those likely to be unsuccessful. A pamphlet on the subject might with advantage be widely distributed.

The working of The Attendance Act is proving satisfactory so far as opportunity is given for its action. The attendance in the towns and some of the rural districts is excellent, but in other rural districts it leaves much to be desired. Two chief causes are responsible for irregularity of attendance, viz.: carelessness on the part of parents and undue thrift. The idea that a farmer does not need much education is not yet dead, and some still think that the best way to keep young people on the farm is to prevent them from getting an education. However, the application of The Attendance Act and support of the best public opinion are rapidly improving matters.

In the capacity of Attendance Officer, I have followed the following course with reasonable success. When a case of irregularity or non-attendance is reported by the Chief Attendance officer or by a teacher, or is met in the course of a regular inspection, the parent is immediately communicated with by letter, attention being directed to the loss incurred by the pupil and by the school from persistent irregularity. This is generally sufficient to bring about improvement, but where further action is necessary the parents are visited, and if conditions warrant it a Warning Notice is personally served. The teacher then sends regular reports of the attendance of the children involved and, unless these are satisfactory, prosecution follows.

During the year a couple of hundred letters were written to delinquent parents, over sixty notices were served, and seven prosecutions were undertaken, seven convictions being secured. In one district I found it necessary to visit nine families. In two cases the causes of the children's absence were unavoidable; in six cases the irregularity arose from pure carelessness, while in the ninth case the father thought it necessary to keep a twelve-year-old boy at home to assist him in order that a fourteen-year-old boy and a sixteen-year-old boy might work for neighbors to help pay for an additional quarter-section of land. The personal service of notices in these cases resulted in the return of the children to school, without a single prosecution. The Justices of the Peace and the great majority of people heartily support the enforcement of the Act, and delinquents are becoming rarer as it becomes known that the State demands reasonable educational opportunities for all children. After fining one man the Justice asked him if he understood that he must send his children to school regularly. The father naively replied, "I do *now*." No prosecutions have been necessary for second offences and, as a rule, the prosecution of a chronic case leads to a general improvement in attendance in the school. If the Attendance Officer could visit the districts oftener, and attend to special cases more promptly better results could be attained both in the way of prosecuting offenders and in educating public opinion. I am strongly of the opinion that the time has arrived when children should be required to continue at school, irrespective of age, until they complete the work of the first four grades.

The official trustee duties were particularly heavy in 1916. Six districts, in all, were administered by the inspector, one for the entire year, two for a large part of the year, and three for varying shorter periods. Three of these involved a good deal of personal attention in order to straighten out the tangles into which matters had got. In one case the finances were in a deplorable condition owing to over-spending and non-collection of taxes. Even the chairman was in arrears to the extent of three years. Seizures were necessary in several cases and to show that the trustees are in a position to collect taxes if they so desire; the official trustee undertook all collections in person, with excellent results. In another district sufficient pressure had been brought to bear on the trustees to prevent the levying of taxes and the opening of a school in a new district. The official trustee was able to accomplish both objects in six weeks. At the annual meetings, four of these districts were handed over to local trustees, but the other two will require assistance for some time.

The quality of the teaching is extremely variable. In some districts the conditions are excellent, in others very little progress is visible, while between these two extremes all degrees of efficiency are to be found. The weaknesses can be traced to three main causes:

1. Teachers change schools very frequently, so that much time is lost by both teachers and pupils in the process of adaptation to new

conditions. The number of changes will decrease as the number of "yearly" schools increases, as many teachers have been forced to move to avoid long periods of idleness.

2. Scarcity of teachers, which makes it impossible to "weed out" evident misfits who put neither energy nor enthusiasm into their work, and get neither pleasure nor profit out of it. Many of these young people would be successful in other callings, and it will be of great advantage to both school and prospective teacher when adequate consideration can be given to vocational fitness before a candidate is given a "life" certificate.

3. Extreme youth of many rural teachers, together with lack of knowledge of rural conditions and needs. The earnestness and enthusiasm of these young teachers enable them to do fairly good work in small schools where most of the pupils are young, but they seldom succeed with pupils of the 'teen age, nor can they, as a rule, play any considerable part in making the school a social centre.

A longer Normal term, with opportunity for definite training and practice in organization and leadership, the review of the subjects of study from the teacher's standpoint, actual contact with the rural school and its problems before going out to teach, and a higher minimum age limit, would tend to strengthen our rural teaching force.

As a rule, the primary work is being well taught. The introduction of the Phonic Primer has given definiteness to the work in primary Reading, and the Primary Manual has served a like purpose in the other subjects. The helpfulness of this manual suggests the wisdom of preparing somewhat similar handbooks on other difficult subjects.

The work in Drawing and Writing is far from satisfactory. In the former subject, many teachers are personally unprepared, while in the latter subject there is either no real teaching or else the child is so sedulously exhorted to "get the movement, never mind the form" that he forms the habit of expert scribbling, and continues throughout his career not minding the form.

Composition and Grammar continue to be weak subjects in many of our schools. This arises partly from the careless habits of speech characteristic of the West, and partly from the hazy idea regarding the matter and methods to be used in teaching these subjects. It is hoped that the revised course of studies may give real assistance to the teachers in these subjects, enabling them to form definite conceptions of the end to be attained and the method to be employed.

The mathematical subjects, owing to the definiteness of their aim and content, are generally fairly well presented. A commendable tendency toward basing the problems on phases of actual experience is increasingly noticeable. Increased emphasis is also being laid on the simple rules and the basic principles.

There is not yet a very clear idea of the purpose of teaching Nature Study, Agriculture and Gardening in the schools. Too often they are viewed simply as informational subjects to be studied from text-books and notes and the inspirational and cultural values are entirely overlooked. The chief value of these subjects has been aptly stated by an eastern educationist as the cultivation of "*an attitude toward Nature, not the absorption of a lot of facts about Nature.*" This value is best realized from direct contact with Nature and the solution of problems by actual experiment with natural objects. The teacher and the text should guide, not tell; they should supplement the experimental work, not displace it. The teacher who, when asked what his classes had done in Agriculture, replied, "The books only arrived yesterday," is not likely to inspire much love for farming,

or keep many boys on the farm. In this connection it may also be mentioned that too many teachers look upon the school garden simply as a place to grow flowers and vegetables, and entirely overlook its real function as a laboratory where the pupils by experiment try to learn the great laws which govern all vegetable growth, and where they may be helped to the realization that the true farmer is a "worker together with God." Those teachers who have had the necessary preparation, and have caught the spirit of the work, have invariably made a success of the school garden and at the same time have secured a strong hold on the rural community.

All of which is respectfully submitted,

Your obedient servant

W. A. STICKLE.

Inspector of Schools.

REPORT OF P. H. THIBAudeau, B.A.

STETTLE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the condition of education in the Stettler Inspectorate for the year 1916.

This inspectorate, roughly speaking, is comprised within a radius of about thirty-five miles of the town of Stettler; from Tees on the west to Halkirk on the east, and from Edberg on the north to township thirty-five on the south, all inclusive. It contains one hundred and twenty-nine rural school districts, five of which were organized during the year, and twenty-two departments.

The general progress noted in former reports has been maintained throughout the year.

Only five of my schools did not operate at all, but in each case this was due to the school house not being built, four of these being new districts formed during the year. One new district, Lyncot No. 3370, proceeded promptly to give the children an education by opening school in a temporary building. The scarcity of teachers was more marked during the Fall term than for several preceding terms and, in order to keep the schools in operation, permits, ten in number, had to be granted.

School gardens, in number and quality, made immense strides in this inspectorate the past year, nearly half of my schools having them. Many of these were small, some being flower gardens only, but twenty to twenty-five were of real merit. Many teachers had the native prairie sod to deal with, but by their own industry and the enthusiasm which they aroused in their pupils their gardens were among the very best. Of these gardens on soil special mention might be made of Miss Helen Peterson's, Skybo S.D. No. 1656; Miss Alice MacRae's, Star

Ridge S.D. No. 1427; Mr. Jas. R. Robson's, Union Hall S.D. No. 1430; Mr. T. M. Robinson's, Erskine S.D. No. 1493. Miss Mary A. Godber, of the Gaetz Valley S.D. No. 1445, had a garden of exceptional merit; while that of Miss Guthrie, Success S.D. No. 2034, is deserving of special mention from her success in growing alfalfa. For several years Mr. Steele, of the Norbo S.D. No. 1247, has had splendid gardens. Miss Lillian Archibald, of the Rockeling Bay S.D. No. 1173, a graduate of one of our provincial schools of Agriculture, had very successful "home gardens." These solve the problem of unfenced school grounds and the destruction or neglect of the garden during the summer vacation, as each pupil has his own garden plot at home which has been planted and cared for under the guidance of the teacher, who makes frequent visits of inspection. On the invitation of Miss Archibald, I had the pleasure of attending the school fair and social gathering with which the home gardens' season closed. The interest taken in the children's work was well attested by the attendance of every parent in the district.

I regret very much not being able to visit more school gardens at the proper season, but a few weeks at the most is all one has, as schools are closed during July and August and the last half of June is taken up with examination work.

On July 1st we held a "Rural School Fair and Sports." This was our first venture in this line and it proved a great success. Over five hundred adults were present and children from twenty-one schools took part in either the exhibition or sports or both. The prize money for the latter did not go to the individual child winning it, but to the school to which the child belonged, for the purpose of playground equipment, school-room decorations, etc. In sports, the standing of the first four schools was as follows: Union Hall, Wall Lake, Ransom and Skybo. In school work it was: Ransom, Stewartwyn and Wall Lake (equal), Union Hall. I would like to see local centres established for school fairs and sports which would include every school in the inspectorate. In this line splendid work was done in Water Glen, Alix and Lousana. On the first day of the Fall fair of the Stettler Agricultural Society, we held our "Graded School Sports"; and on Saturday, October the 7th, the day following our annual teachers' convention, we held a school fair and sports open to all schools. These were very successful.

In connection with the School Attendance Act I sent out forty-nine Warning Notices and instituted eight prosecutions. Two of these were for second offences. The present system of having the inspector enforce the Act is resulting in a much higher increase of attendance, as children who formerly attended school very intermittently, and many not at all, now must attend school at least 75% of the school term unless excused on legitimate grounds. During the fall term, as male help was very hard to secure, I was lenient in the cases of large boys who were needed for harvest and threshing.

The prizes in connection with the Strathcona Trust for the encouragement of physical training for 1915 were awarded as follows: First, Miss S. Augusta Rowe, Stettler S.D. No. 1475; Second, Mr. Chas. E. Kenny, Blue Ridge S.D. No. 1183; Third, Miss Ina Birdsell, Stewartwyn S.D. No. 1520.

The Coronation Inspectorate joined with us for our fourth annual convention at Stettler. It was pronounced by the teachers present to be the very best yet held here from the standpoints of attendance, interest and quality of programme. Over one hundred and ten teachers were present, about one-third being from the Coronation Inspectorate.

The programme was as follows:

"The Value of Games and Athletics in Schools," Inspector McLean.

"Teaching non-English-speaking Pupils," Miss Hawley.

"School Gardening," Mr. Jas. McCaig, M.A., of the Department of Agriculture.

"My Garden on Sod," Miss Helen Peterson, Miss Alice MacRae.

"My Garden through the Holidays," Mr. Jas. R. Robson.

"Home School Gardens," Miss Lillian Archibald.

"A Talk on Pictures: 'The Old Windmill' and 'Despised and Rejected,'" Miss E. Lees.

"Mistakes Good Teachers Make," Inspector Nelson.

The first evening of the convention was taken up by the teachers playing a number of indoor games suitable for rural schools, and the second evening Dr. Clark, M.P., of Olds, delivered a splendid address on "The War."

The teachers in the vicinity of Donalda, for some time last summer, held local conferences fortnightly for the discussion of the many little difficulties that arise in the handling of a school. The smaller the convention the better the discussions on these minor, but very important, points arising out of methods, discipline, etc. I would like to see this class of meetings extended to other points.

During the Fall term, the Gadsby Consolidated School Number 21 was organized and began operation.

Looking back over the year I think it has been very satisfactory, especially from the standpoint of school operation, school gardening and our start in school fairs and sports.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAudeau,

Inspector of Schools.

ENGLISH SCHOOLS FOR FOREIGNERS

REPORT OF ROBERT FLETCHER,
SUPERVISOR OF SCHOOLS AMONG FOREIGNERS.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education.

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the educational affairs in the non-English settlements of the province for the year 1916.

While there are groups of foreigners settled in different parts of the province, any one of which may require assistance, the chief field of my labors is in the large Ruthenian colony east and north-east of Edmonton. This settlement lies on both sides of the Canadian Northern Railway line between Vermilion on the east and Bruderheim on the west, a distance of about ninety miles, and has an average width of about fifty miles. While there are a few English-speaking people scattered in settlements throughout this area, the greater portion of its rural part is solidly settled by Ruthenians.

The difficulties in the way of administering school affairs in foreign settlements have not been inconsiderable. These Ruthenians, who emigrated from Europe, had little or no knowledge of our language or of any institutional life; a majority of them were unable to read or write. They had a natural desire for the conservation of their mother tongue. As they had very limited material means, at first they had a dread of taxes. They feared also lest the religion of their children would be interfered with.

The provision made for the appointment of an official trustee has been of the greatest possible benefit in overcoming these difficulties. In many cases the ratepayers, realizing their inability to put their school in operation, petitioned the Department to appoint an official trustee until such time as the school site was selected, the debentures issued, and the school building erected and in operation.

At other times the school board allowed the district to become seriously embarrassed financially, or hopelessly entangled through internal dissensions, or failed to conform, either through wilfulness, negligence or inefficiency, with the requirements of the School Ordinance or the Regulations of the Department, so that it became necessary to appoint an official trustee without the consent of the ratepayers.

It is the duty of the official trustee to overcome the obstacles in the way of putting and keeping the school in operation. He usually retains office until he sees that the people are willing and apparently able to manage their own affairs. Then the ratepayers are given another opportunity to conduct the business of the district through a local school board. A few examples will illustrate the operation of the system:

In 1913 the schools in foreign settlements were raided by would-be teachers from Manitoba and Saskatchewan, and the ratepayers of a number of these districts, through their trustee boards, were engaging unqualified teachers. In order to administer the school law I was appointed official trustee of a number of these districts and in that

capacity administered the affairs of twenty-three districts during that year. Gradually, as the people began to conform with the requirements of The School Ordinance, the number of districts I had charge of in the capacity of official trustee decreased, until at the present time there are only eight districts under my control, which goes to show that the Ruthenians are not only conforming with the school law but are making progress in self-government.

During the past year the administration of the affairs of White Mud Creek School District was handed over to a local board of trustees. When this district was being organized the ratepayers petitioned the Department to appoint an official trustee until such time as the school building was erected and set in operation.

The administration of the affairs of Stry School District was also handed over to a local board. The ratepayers in this district were quarreling among themselves, so that the trustee board could make no progress towards putting the school in operation. An official trustee was appointed, the school building was erected and set in operation and the ratepayers were again given an opportunity to manage their own affairs through a local board.

The duties of the supervisor come in where the duties of the official trustee leave off. As soon as the official trustee hands over the affairs of a district to a local board, it, in common with the other Ruthenian boards, comes under the general supervision of the supervisor. He advises them, and where necessary renders assistance. This oversight has a salutary effect in preventing, in some cases, and in others in ending, internal dissensions, or the ratepayers usually feel humiliated to have their quarrels result in the appointment of an official trustee.

The chief duty of the supervisor, however, in his relations with the local boards, is the securing of qualified teachers. On account of living conditions in foreign settlements, male teachers are usually more suitable than female, which narrows down the choice or supply considerably. As a large number of teachers have enlisted for overseas service and as the supply from other provinces has become negligible, it became a serious matter during the year to man all the foreign schools with teachers.

To ameliorate these conditions teachers' houses have in many cases been built on the school ground. These houses are frame structures, usually fourteen feet by eighteen feet. They are furnished with a cook stove, cooking utensils, dishes, table and bed. In cases where the teachers have been able to enlist the co-operation of the boards the teachers' houses have been enlarged and comfortably furnished.

I visited Calgary and Camrose Normal Schools in search of teachers, but, although I secured the services of a few, my efforts at those institutions did not meet with the desired result. The demand throughout the province about May 1st, when the Normal School students were dispersing, was greater than the supply, and evidently the Normal graduates preferred teaching in English-speaking settlements. I corresponded with the Principals of Victoria and Vancouver Normal Schools, but found that the supply of male teachers in British Columbia was not adequate to the demand, and as the Normal Schools of British Columbia close their sessions quite late in the spring, the vacancies in Ruthenian schools at that time were in outlying districts unsuitable for female teachers, of whom there appeared to be quite a surplus in British Columbia. These vacancies were filled mostly by students of the University of Alberta and affiliated colleges.

A serious effort was made to get the Ruthenian boards to engage teachers in January instead of in March, April and May, as has been their custom in a number of their districts in past years when the people were not in as good financial circumstances as they are at present. The number of districts operating yearly schools is increasing, and there is a growing sentiment in favor of the yearly operation of the school, but in a number of districts there is an aggressive element opposed to its yearly opening. They claim it is too cold for children to attend school during January and February, and as due attention in many cases has not been paid to warmth in the construction of the first school building, there is some truth in their claim. In a few cases the local boards of trustees who were favorable to the yearly schools were powerless to carry out their will against such opposition. In some cases I have been able to exert pressure to assist the best element of the district in keeping the school in operation.

The difficulty of financing some of the districts is a serious matter, but this has been almost overcome in the older settled parts of the colony. In certain rough outlying portions, however, where the country is wooded and swampy, the problem is a real one. In these parts the settlers have only a few acres under cultivation and are just making a start. The system of erecting cheap temporary school buildings will prove beneficial in these cases and will make it possible to have a school in the district earlier in the period of its settlement than formerly.

The phenomenal material development in the older settled parts of the colony during the past few years is not confined alone to those people following agricultural pursuits. An increasing number of bright young men are making a success in commercial lines as the following examples will show:

About twelve years ago Mr. Andrew Svarich worked at any job that presented itself for a living. Today he is manager of the National Co-operative Company of Vegreville. This company has about two hundred shareholders, mostly Ruthenian farmers, controls three stores and has a capital stock of over sixty thousand dollars. It has been in existence about seven years under his management. Another young Ruthenian, William Scraba, worked out as a farm hand about fourteen years ago. Today he is manager of the Russian Mercantile Company's store at Lamont. This company has about two hundred and fifty shareholders, mostly Ruthenian farmers, with a capital stock of about twenty thousand dollars. Mr. Scraba has been in charge of the company's business for over three years.

This material development is reacting on their ideas of comfort and health. The low-ceiling, air-tight, log-house is being displaced by one of more modern type. With more room, better floors, larger windows and some means of ventilation provided for, the idea of greater attention to personal condition and comfort is taking hold.

I have the honour to be, Sir,

Your obedient servant

ROBERT FLETCHER,
Supervisor of Schools among Foreigners.

REPORT OF R. V. HOWARD, B.A., VEGREVILLE,
PRINCIPAL, ENGLISH SCHOOL FOR FOREIGNERS, VEGREVILLE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the work of the English School for Foreigners for the year 1916.

The total enrolment for the first term was twenty-seven. Of these seven were in attendance at the High School.

The total enrolment for the fall term was thirty-two, of whom fifteen attended the High School.

The work being done in the High School is very satisfactory. Students who have reached the age of twenty before learning English cannot be made perfect in their use of the language, but they are able to proceed with their studies, and as time goes on they acquire greater facility in our speech. Those who have had an education in the higher schools of the old country have in a number of cases been able to cover Grades IX. and X. in one year. Three students did this in the first term and three will attempt it next June. One of the students, who passed the Grade XI. examination in June, is attending the Camrose Normal School.

Our students are taking an important part in the High School societies and in the inter-school debates.

The lower grades come under my own direction. Owing to the widely varying range of ability, training and knowledge of English, these students demand a great deal of individual attention and general class work is almost impossible in many of the subjects. Those who were born in this country or who came here at an early age may be grouped in two classes: those who have some English education and those who have no education in any language. The students who left their old country less than eight years ago may also be classed according to the amount of training they have had in their own language. The young man of foreign parents who has learned some English as a child has very little difficulty with the pronunciation and construction. Those who have come to Canada within the last few years have considerable trouble with these and require constant attention. The most difficult students to deal with are those who have had no education in any language and who have no knowledge of English, but even with these some fair results may be accomplished. One student, in particular, who was in attendance during the year is now able to read and understand English fairly well and has mastered the other work so that he has now about the equivalent of a Grade VI. standing. On his entrance he knew only a few of our words and had no education in his own language.

The students take great interest in the study of History and Civics and discuss these subjects with much appreciation. We have weekly debates in which all take part.

In the evenings during the week I give assistance to those who require it. The students are hard-working and zealous in their endeavors to secure the advantages of an education and require little

of the discipline which often tends to dissipate the teacher's energy in the ordinary school. On the part of some, there is an occasional time of discouragement because of the slowness of the process, but few have left the school for this reason.

The attendance is good during the winter months, but a few of the students leave when the soil is ready for work in the spring and do not enter until the grain is hauled in the fall. The average attendance during 1916 has been higher than that of any of the previous years during which the school has been open.

I have the honour to be, Sir,

Your obedient servant,

R. V. HOWARD,
Principal.

SCHOOL LIBRARIES BRANCH.

REPORT OF W. H. NOBLE,

CHIEF LIBRARIAN.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the School Libraries Branch for the year 1916.

The School Grants Act provides for the payment of a special grant not exceeding 15c per day for each school or classroom maintaining a minimum grading on its efficiency with respect to grounds, buildings, equipment, government and progress, as shown by inspector's reports. Prior to the year 1914 this grant was paid to the school district in cash and the board of every district receiving such grant was required to expend one-half of the amount so received on the purchase of books for a school library, such books to be selected from a list authorized and furnished by the Department. The catalogue indicated the title, author, publisher and publisher's catalogued price of the books, as well as the class of literature to which each book belonged. Even with these particulars, however, the system was not satisfactory. Many books, though suitable for library purposes, are issued in cheap editions quite unsuitable for such purposes, and such unsuitable editions were frequently purchased with the result that the volumes very soon went to pieces. School boards, too, experienced much trouble with respect to imported books, for, while such books imported for library purposes are duty free, every parcel of books was held in bond at the nearest port of entry and the releasing of these by inexperienced school officials involved so much trouble and loss of time that it was usually found cheaper to pay the duty. Booksellers, too, who undertook to carry the catalogued books in stock had to pay duty unless a special school library order was imported separately, and thus the boards were unable to secure books at the prices quoted in the catalogues, with the result that there was dissatisfaction and annoyance all round. The choice of books, too, proved a somewhat serious matter. While the books included in the prescribed catalogue were very carefully selected, it was frequently found that the selection made was unsuitable for the particular needs of the school and that the school did not benefit to the extent that the expenditure warranted. Accordingly, the Legislature at the second session of 1913 changed the Act, authorizing the Department to supply books in lieu of this special library grant, and the Library Branch of the Department now carries a heavy stock of books, all of which have been carefully examined and approved by capable committees appointed for the purpose. Books are selected from this stock to suit the type of school to which they are sent and as the Department buys in large quantities directly from the publishers we are able to place the books in the library shelves of the schools at a cost very considerably less than publishers' prices.

It is gratifying to be able to report that through the operation of the present scheme a very large proportion of the schools of the province have now at least a fair nucleus of a school library. In the year 1916 there were 2,325 schools in operation in the province and of these 2,081 had school libraries. The 244 schools without libraries include many which have only recently been put in operation and have therefore not yet received library books from the Department. A very considerable proportion of these, however, have now qualified under the Act and will, during the next few months, receive fairly substantial grants in library books.

Judging from the school library annual returns which have been received from the school districts, libraries are being used extensively by all grades in practically all of the schools, and as the library grows to include a much greater range of literature it becomes a very important institution in the district and contributes very materially to intellectual development of the community at large.

The Library Branch of the Department has now business connection with all the leading publishers in Canada, Great Britain and the United States and receives regularly from most of these publishers new books which, in the opinion of the publishers, may be found suitable for inclusion in our school libraries. At least once in each year a number of competent educationists are appointed to examine carefully all such books submitted for approval. A report is made on each book indicating whether or not it is deemed suitable for school library purposes and regarding each book found suitable particulars are given as to the class of literature to which it belongs, the school grades to which it is adapted, etc. In this way much has been done in the direction of supplying literature giving illuminating information with respect to the great world war, and every library receives carefully selected books dealing with the causes and progress of the struggle as well as with problems arising therefrom.

Another gratifying effect of the maintenance of school libraries is the stimulus given to the movement for improvement in rural conditions. With a carefully selected library containing a number of up-to-date works of reference, including a good but inexpensive encyclopædia, the school naturally becomes the social as well as the educational centre of the community, and literary and debating societies, reading clubs, night classes and similar enterprises frequently spring from the school library. In order to encourage development along these lines, as soon as the library has been supplied with a fair amount of juvenile literature, supplementary reading and teachers' helps, books dealing with a constantly widening range of subjects are supplied, as well as good representative works of standard authors. The many letters of appreciation received with reference to this branch of the Department's work give ample and gratifying evidence that a very real and helpful service is being rendered by the Department through its encouragement of school libraries.

In conclusion I may be permitted to submit a few figures with respect to the expansion of the work of this Branch during the past three years:

Year.	Volumes Distributed	Value
1914.....	88,279	\$17,652.57
1915.....	109,613	29,098.27
1916.....	100,631	35,793.13
Total.....	298,523	\$82,543.97

It will be noted that while the value of the books distributed in 1916 shows a material increase over those distributed in 1915 there has been a slight decrease in the number of volumes. The reason is obvious. Most of the schools have already been fairly well supplied with supplementary readers and juvenile abridgments of classical works, and more attention may now be given to the works that appeal to the more advanced pupils and the adult residents of the community.

I have the honour to be, Sir,

Your obedient servant,

W. H. NOBLE,

Chief Librarian.

REPORT OF SCHOOL DEBENTURE BRANCH.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration a report of the work performed by the Debenture Branch during the year 1916.

During the first half of the year 1916, in spite of the splendid production of 1915, debentures for several reasons were not selling so favorably as in the latter part of the year. This condition frequently exists regarding all securities, as capital derived from crop production or other sources, either actually sold or in the process of sale, is seeking investment at the close of the year. At the beginning of the year, too, the financial market the world over was somewhat unsettled. The satisfactory outcome of the great European struggle at the end of 1916 was in no manner in doubt, and therefore the financial markets of this continent reached practically normal conditions.

The crop production of the Dominion, and particularly of Western Canada, for the year 1915, was the largest in its history, but a large amount of the proceeds of this crop was necessary for the liquidation of local obligations. The crop production of the Western Provinces for the year 1916, however, was very large, and the prices obtained abnormally high. At the same time the profits resulting from the manufacture of war materials in the Eastern Provinces was much larger than in any previous year of the present world struggle.

Very similar conditions, but of course on a larger scale, obtained in the neighbouring Republic of the United States, and considerable American capital therefore sought investment in sound Canadian securities. While few school debentures were actually sold in American markets in 1916, the great influx of American capital which absorbed other Canadian securities naturally left more local capital seeking domestic issues. These features in the financial situation, coupled with the curtailment of monetary issues for municipal, provincial or national undertakings not urgently required throughout the Dominion, naturally broadened the market for other sound financial securities, and Alberta school debentures thereby profited accordingly.

The great confidence which the American investor has shown in Canadian financial securities should be impressed upon all Canadians. This, at the present trying time, has enabled Canada to be of outstanding assistance to the Empire in meeting war conditions. In 1916 Canadian bonds, largely for war purposes, were issued to the amount of \$316,917,362, Canadian markets absorbing \$106,375,014, the markets of Great Britain \$4,866,666, a total of \$111,241,680. American markets absorbed \$205,675,682, buying \$94,434,002 more than Canadian and British markets combined. Further preference to Canadian securities by American investors is shown by the favorable interest rates given to Canadian bonds in comparison with any other country. In American markets Canadian bonds command approximately a 5% rate, while the bonds of foreign belligerents (where collateral is given) command only a 6% rate, and without collateral a 7% rate. The Canadian people should feel the deep responsibility

thereby assumed, and in the proper spirit of just pride and appreciation see to it that as far as possible only well advised and well considered securities are placed on the market, thus carefully maintaining and jealously protecting our credit as a great and powerful national asset.

The prices obtained for Alberta school bonds, for some of the reasons already mentioned, steadily improved throughout the year, the last block of rural 10-year 7% debentures selling for 103.484, and the last block of 20-year 7% debentures selling for 106.70. These prices are the more satisfactory in view of the considerable decrease in the issue of debentures, which prevented the Debenture Branch selling in larger blocks. Possibly one of the greatest factors in securing the present satisfactory prices lies in the capable supervision given school debentures by the Minister of Education, not only in having debentures properly marketed, but in seeing that the maturing coupons of debentures already sold are promptly paid or satisfactorily attended to by school district officials. Debentures for sale by the Department are advertised in the leading Canadian and American financial papers, and are placed in as large blocks as possible in the open market before the largest and best bond-purchasers in North America, and sold by fair and honourable treatment to the highest bidder tendering on the bonds. In the case of maturing coupons, school districts are notified about 60 days prior to maturity, and are requested to have the coupons satisfactorily retired when due. These methods appear to be appreciated by purchasers, as the above prices show that Alberta school debentures are fast becoming one of the most popular investments on the continent. The prices obtained speak for themselves, and are not only creditable to the Debenture Branch, school officials and school districts, but to Alberta financial issues generally, evidencing that already Alberta securities command very high and satisfactory prices in the markets of the world.

Bond houses realize, too, that while the Government does not guarantee school bonds (the security given by the district being undoubted), the Government is not unmindful of school districts when crops fail or when the early years of districts meet with unforeseen difficulties. The assistance given by the Government, through the Minister of Education, to districts which suffered from the crop failure of 1914, enabled many school districts to pass through a crucial period in a comparatively satisfactory manner. The work in connection with the loans made to these districts was performed by the Debenture Branch, and the many words of appreciation and gratitude expressed to the Minister of Education, not only from bond-purchasers, but more especially from the school districts interested, have been noted with much interest. Approximately one-half of the loan of \$70,000 made to school districts has been re-paid with interest, and the fact that the end of the year 1917 will see the major portion of the loan returned, marks the progress of a very mutually satisfactory transaction between the Minister of Education and the ratepayers of the school districts interested. It is interesting to note that the districts of Southern Alberta which required this loan are, generally speaking, now financially in a satisfactory condition.

Purchasers of school debentures have also learned from experience that while payment of coupons in the early days of a district may be somewhat irregular, after the lapse of four years or more the coupons are most frequently paid either before or promptly at maturity. This is a natural factor in the development of a comparatively new, but progressive, province. The early years in the history of new school districts are often beset with many difficulties, financial and otherwise,

the residents, generally speaking, being newcomers, often with diversified interests, working under new conditions and quite frequently with very limited capital. The satisfactory transition, therefore, of the finances of a new district from a somewhat experimental stage to a sound financial basis in the course of a few short years is very encouraging to those interested, and quite indicative of the rapid progress so often made by citizens who embrace the opportunities abounding in this virile and progressive young province.

Another very important work which is associated with this Branch is the supervision of school building plans, contracts and initial orders for equipment. The experience of the past has proven that in some cases inexperienced architects or builders, or parties who were neither, prepared plans for school buildings without due regard to many important features, such as lighting, heating and ventilation, matters so vitally important to the comfort, progress and health of the pupils of every district. Such plans and equipment orders not infrequently called for unwarranted expenditure, thereby crippling the district in its early life, causing dissatisfaction and dissension among school supporters, and finally preventing proper operation and satisfactory results. The preparation, at the instance of the Minister of Education, therefore, of standard plans and detailed specifications for neat, handsome, compact school buildings with up-to-date hygienic requirements, at moderate prices, has been no small factor in the stimulation of interest in educational work throughout the province. The approval of all plans, the letting of all contracts by advertising for tenders, subject to Departmental approval, and the approval of all initial equipment orders is a work which has removed many monetary and other difficulties that have faced districts in earlier days, and has insured model buildings, properly equipped, at the lowest possible prices, enabling the districts thereby to start educational development without local irritation and without financial handicap.

This policy, so well appreciated, has already helped to make Alberta, the newest of the Western Provinces, far and favorably known for its excellent school buildings, whether it be the handsome little school of the rural district or the more imposing structure of the urban centre. Such buildings are rightly the pride and common interest frequently of a widely different people, a common meeting place for enjoyment and for the consideration of affairs affecting the district's general welfare, sheltering under their devoted roofs children sprung from widely different races, who under the softening influence and ennobling ideals of education, learn, imbibe or diffuse those traits which in the great melting-pot of progress and development make so strongly for national welfare and stability. With such an atmosphere of satisfaction and common interest, not only in the business operation but in the more important aspect of the academic program of its schools, broad and lasting foundations have been laid, upon which has been reared the splendid superstructure of a great educational system in the Province of Alberta.

All of which is respectfully submitted.

I have the honour to remain, Sir,

Your obedient servant,

M. C. ELLIOTT,
Manager, Debenture Branch.

REPORT OF CHIEF ATTENDANCE OFFICER.

REPORT OF M. M. O'BRIEN,
CHIEF ATTENDANCE OFFICER.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report dealing with the enforcement of The School Attendance Act for the year 1916.

At the 1916 session of the Legislature the title of this Act was changed from "The Truancy Act" to "The School Attendance Act" and the officers who enforce the Act were to be known as "Attendance Officers" instead of "Truant Officers." As the work of the School Attendance Branch and the Attendance Officers is primarily to secure the more regular attendance of the school population the new titles, "School Attendance Act" and "Attendance Officers," are more appropriate.

During the year there were employed in city and town districts fifty-nine local Attendance Officers, who were responsible for the enforcement of the School Attendance Act in their respective districts. These officers are required to report monthly to the local board and to the Department of Education. In the city and larger towns this work occupies practically all the time of one or more Attendance Officers, and in such districts more satisfactory results are obtained, as the work is done in a more systematic manner. In order to keep the work in the smaller towns up to the standard, we required during the year Monthly Attendance Returns from the teachers in these districts. Each teacher completed a return for his or her room for the month, giving information as to the number of pupils enrolled, number of days the school was open, average attendance of pupils, percentage of attendance of pupils, number of pupils reported to the Attendance Officers, etc., etc. These returns were certified to by the principal.

When these returns indicated that the attendance in any district was not satisfactory, the local Attendance Officer was then communicated with and advised that he would be expected to give more attention to the work, in many instances his attention being called to specific cases. According to these Monthly Attendance Returns the average monthly percentage of attendance in the fifty-nine town districts for the term ended June 30th, 1916, was 85.7, and for the term ended December 31st, 1916, 88.3, showing an increase of 2.6 per cent.

The 59 Attendance Officers in the city and town districts dealt with, during the year, 9,099 cases. They served Warning Notices to 806 parents, but it was only necessary to prosecute in 175 cases and 165 convictions were secured. Practically all the pupils whose attendance received attention returned to school, the principal cause for irregular or non-attendance being sickness, although the officers reported 415 cases of actual truancy.

The enforcement of The School Attendance Act in the rural and village districts in the Province was dealt with by the School Attendance Branch and the School Inspectors, who are Provincial Attendance Officers. During the year 4,652 cases of irregular or non-attendance in such districts received special attention. The most of these cases were those reported by the teachers on the Monthly Attendance

Returns, which contain the names of all pupils of school age in the district not enrolled and, also, those of school age who did not attend at least 75 per cent. of the time. These returns, in addition to the pupils' names, give ages, grades, distance from the school, names and addresses of the parents and reasons for irregular and non-attendance. During 1916, 11,984 such Monthly Returns were received and as the average number of names to each report was approximately 6, some 71,904 cases actually received the attention of this Branch. This number, of course, is quite large in comparison with the enrolment of pupils in these schools, but the greater number of cases was of pupils whose attendance fell just below the required 75 per cent., which, of course, is quite a high standard. A great many pupils were also reported more than once, as in cases of illness or other unavoidable reasons these pupils were out of school during, possibly, two or three months. Of the remainder a great many were excused under Section 5 of The School Attendance Act, which provides:

"A parent, guardian or other person shall not be liable to any penalty imposed by this Act in respect of a child if—

"(a) In the opinion of a school inspector, as certified in writing, bearing date within one year to the date of any complaint laid under this Act, the child is under efficient instruction at home or elsewhere;

"(b) The child is unable to attend school by reason of sickness or other unavoidable cause;

"(c) There is no public or separate school which the child has the right to attend within two and one-half miles, measured from the nearest point of the quarter-section or lesser parcel of land upon which the child resides by the nearest highway from such child's residence, if he is under ten years of age, or within three and one-half miles if he is over that age; or in the case of a consolidated school district where the regular route travelled by any conveyance provided by such consolidated school district is more than one mile from such child's residence;

"(d) There is not sufficient accommodation in the school which the child has a right to attend;

"(e) The child has passed the public school leaving examination prescribed by the Department of Education or has completed a course which gives him an equivalent standing; or

"(f) The child has attained the full age of fourteen years and is regularly employed during school hours in some useful occupation."

Owing to the scarcity of farm labor during the fall term, a great many pupils, boys particularly, were kept out to assist in farm operation, Section 5 (f) above mentioned being taken advantage of to quite an extent. Commenting on this matter, one of the Inspectors reported as follows:

"In many of the rural districts it has been impossible to enforce compulsory attendance during the period of harvesting and marketing the heavy crops. It was very difficult to secure the necessary help and as children on the western farms learn to handle horses at an early date many of the boys from 10 to 15 years of age were employed in harvesting and marketing operations. I considered the harvesting and marketing of this year's crop important as a war measure and felt convinced that if these pupils were kept out of school it was a matter of necessity and not of neglect."

Illness, distance from school and impassable roads were the cause of the absence of a great many of the other pupils during certain seasons of the year. Out of 71,904 cases reported, 4,652 were cases, as stated above, requiring special attention by this Branch and by the Inspectors.

In dealing with these, 1,948 letters explaining the requirements of The School Attendance Act were written to parents, 1,191 letters were written to teachers for special reports regarding pupils and 546 letters were written to Inspectors and school officials. The Inspectors acting as Provincial Attendance Officers issued 737 Warning Notices to parents and felt it necessary to prosecute in 36 cases. With regard to the cases taken into court, convictions were secured and the parents either fined or required to give bonds, conditioned that they would cause the children to return to school and continue in regular attendance as required by The School Attendance Act.

Of the 4,652 such cases dealt with, 2,440 were cases of irregular attendance, 2,070 cases of children who were not enrolled, 98 were cases of children who were beyond the maximum distance from the school and 43 were cases where children were out on account of illness or other unavoidable reasons. In the 2,440 cases of irregular attendance, 2,120 (or 86 per cent.) continued in school, 1,880 (or 77 per cent.) regularly. Of the 2,070 pupils who were not enrolled when the reports were received, 1,430 (or 69 per cent.) returned to school, while the others remained out for some of the above-mentioned reasons; 818 (or 58 per cent.) attended regularly, while the attendance of the other 11 per cent. was somewhat irregular. Even of the 141 pupils who were excused on account of distance or age, 97 attended school during the year.

The 19 School Inspectors acting as Provincial Attendance Officers devoted considerable time to the enforcement of the School Attendance Act. During the year some 1,200 cases of irregular or non-attendance received their attention and, as stated above, they issued 737 Warning Notices and prosecuted in 36 cases; in fact, this Branch expected the Inspectors acting as Attendance Officers to conduct any prosecutions that were necessary. A number of these cases arose where the children were being kept out of school on the plea that they were receiving efficient instruction elsewhere, but upon investigation by the Inspector it was found, in nearly every case, that the instruction was not efficient. With regard to the effect of the enforcement of The School Attendance Act the following comments are taken from the Inspectors' reports on their work as Attendance Officers:

"In no case has the parent expressed any desire to defy the law and it is my firm opinion that recalcitrants receive very little sympathy from the neighbours when they become involved in proceedings."

"The mere calling attention to The School Attendance Act was all that was necessary in the majority of cases; in the others, once the parents learned that further violation of the Act would cause them a fine it was almost invariably found that they sent their children to school."

"I find public opinion entirely favourable to the enforcement of the Act."

"A marked improvement in attendance was effected through letters and Warning Notices, but to secure the best results an occasional prosecution must be undertaken."

"The enforcement of The School Attendance Act has given good results in this inspectorate, not only in causing a better attendance in school but, also, in awakening the public conscience to the needs of the children in this regard."

Yours respectfully,

M. M. O'BRIEN,

Chief Attendance Officer.

PART III.
GENERAL STATISTICS

STATISTICS

GENERAL SUMMARY.

	1915	1916	
Number of school districts.....	2,478	2,598	
Increase.....			120
Number of consolidations.....	12	28	
Increase.....			16
Number of school districts having schools in operation.....	2,138	2,170	
Increase.....			32
Number of departments in operation.....	3,082	3,143	
Increase.....			61
Number of pupils enrolled.....	97,286	99,201	
Increase.....			1,915
Average attendance of pupils.....	61,112	60,272	
Decrease.....			840
Percentage attendance of pupils.....	62.81	60.75	
Decrease.....			2.06
Average length of school year (days).....	172.68	167.11	
Decrease.....			5.57
Total grants paid to school districts..	\$ 569,555.61	\$600,085.01	
Increase.....			\$ 30,529.40
School debentures authorized.....	513,235.00	235,275.00	
Decrease.....			277,960.00
School debentures registered.....	495,885.00	145,975.00	
Decrease.....			349,910.00
Amount expended on school buildings and grounds.....	513,222.75	375,797.47	
Decrease.....			137,425.28
Amount expended on school teachers' salaries.....	2,244,963.69	2,421,404.48	
Increase.....			176,440.79
Paid on debentures and notes, includ- ing interest.....	3,796,715.37	2,223,447.25	
Decrease.....			1,573,268.12
Amount expended for all other pur- poses.....	1,410,567.63	1,100,965.06	
Decrease.....			309,602.57

SCHOOL DISTRICTS

School districts in existence December 31st, 1915.....	2,478
Consolidations in existence December 31st, 1915.....	12
Number of school district units in such consolidations.....	38
School districts erected during 1916:	
Public.....	120
Separate.....	
Consolidations.....	16
Number of school district units in such consolidations.....	51
Total number of school districts in province December 31, 1916.....	2,598
Total number of consolidations in province December 31, 1916.....	28
Total number of school district units included in consolidations December 31, 1916.....	89

There also exist in the unorganized territory in the northern part of the Province 13 mission schools which formerly received support from the Dominion Government, and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS IN OPERATION DURING 1915 AND 1916 AND
NUMBER OF DEPARTMENTS IN EACH

Schools having	Total Schools		Total Departments	
	1915	1916	1915	1916
1 department.....	2,023	2,026	2,023	2,023
2 departments.....	46	67	92	134
3 ".....	17	27	51	81
4 ".....	14	14	56	56
5 ".....	8	11	40	55
6 ".....	4	2	24	12
7 ".....	6	4	42	28
8 ".....	4	6	32	48
9 ".....	4	2	36	18
10 ".....	1	1	10	10
11 ".....	2	4	22	44
12 ".....	1	.....	12	.....
14 ".....	.....	1	.....	14
15 ".....	.....	1	.....	15
16 ".....	2	.....	32	.....
26 ".....	1	.....	26	.....
38 ".....	1	.....	38	.....
41 ".....	.....	1	.....	41
43 ".....	1	.....	43	.....
54 ".....	1	.....	54	.....
58 ".....	.....	1	.....	58
222 ".....	1	.....	222	.....
227 ".....	1	.....	227	.....
276 ".....	.....	1	.....	276
230 ".....	.....	1	.....	230
	2,138	2,170	3,082	3,143

ATTENDANCE OF PUPILS

	1915	1916	Increase	Decrease
No. of pupils attending school during the year.....	97,286	99,201	1,915	
No. of boys.....	50,140	50,375	235	
No. of girls.....	47,146	48,826	1,680	
Total aggregate attendance for 1st term.....	6,329,111	6,246,855		82,256
Total aggregate attendance for 2nd term.....	4,760,817	4,852,774	91,957	
Total aggregate attendance for the year.....	11,089,928	11,099,629	9,701	
Total average attendance for the year.....	61,112	60,271.39		840,61

CLASSIFICATION OF PUPILS

Grades.	No. of Pupils, 1915	Per cent. of Enrolment	No. of Pupils, 1916	Per cent. of Enrolment
I.....	25,825	26.54	24,939	25.14
II.....	13,370	13.74	12,835	12.94
III.....	13,216	13.59	13,894	14.00
IV.....	11,565	11.89	11,819	11.92
V.....	8,849	9.09	9,533	9.61
VI.....	7,739	7.96	8,275	8.34
VII.....	5,553	5.71	6,012	6.06
VIII.....	5,936	6.10	6,139	6.19
IX.....	2,336	2.40	2,583	2.60
X.....	1,474	1.52	1,546	1.56
XI.....	984	1.01	1,085	1.09
XII.....	439	.45	541	.55
Totals.....	97,286	100.00	99,201	100.00

SUMMARY OF SCHOOL ATTENDANCE

Classification	No. in Class	Enrolment		Total	Attendance	
		Boys	Girls		Aggregate	Average
City.....	6	14,679	15,724	30,403	4,103,378.5	20,893.45
Town.....	49	5,780	5,919	11,699	1,437,678	7,209.31
Village.....	94	3,593	3,585	7,178	789,864	3,932.34
Consolidated.....	17	527	487	1,014	98,760	616.93
Rural.....	1,972	25,796	23,111	48,907	4,669,948.5	27,619.36
	2,138	50,375	48,826	99,201	11,099,629	60,271.39

CONSOLIDATED SCHOOLS

No.	Name of District	Enrolled	Average Attendance	Percentage of Attendance
1	Warner.....	176	95.63	50.60
2	Foremost.....	42	20.12	47.90
3	Mountain View.....	65	35.45	54.53
4	Retlaw.....	68	45.97	52.89
5	New Dayton.....	49	26.24	57.63
7	Kippinville.....	24	12.42	51.75
8	Barons.....	113	95.84	84.81
9	Coaldale.....	78	43.88	56.25
10	West Lethbridge.....	28	17.89	63.89
11	Milk River Valley.....	42	27.26	64.90
12	Alix.....	102	67.13	65.81
13	Bideford.....	15	11.46	76.40
14	Carsland.....	45	38.34	85.20
15	Barnwell.....	49	25.29	51.61
16	Chinook.....	103	56.26	54.62
18	Wolf Creek.....	13	8.97	66.46
19	Rimbey.....	138	80.08	58.00
20	Lomond.....	63	51.65	81.98
21	Gadsby.....	52	43.37	83.40
22	Sundial.....	33	20.44	61.92
23	Burdett.....	70	45.80	65.42
24	Jenner.....	33	18.60	56.39

COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Graded and Ungraded Schools.

	Graded Schools	Ungraded Schools
Number of pupils enrolled	51,223	47,978
Aggregate days attendance of pupils	6,533,649	4,565,980
Daily average attendance of pupils	33,188.59	27,082.80
Percentage of attendance of total enrolment	64.74	56.44
Average length of school year (days)	193.89	164.56
Classification—Grade I	11,589	13,350
" II	6,564	6,271
" III	6,660	7,234
" IV	5,696	6,123
" V	4,810	4,723
" VI	4,097	4,178
" VII	3,219	2,793
" VIII	3,259	2,880
" IX	2,263	320
" X	1,456	90
" XI	1,072	13
" XII	538	3
Total attendance	51,223	47,978

NOTE.—The statistics in the above table were compiled from the returns from 1,981 ungraded schools, representing 2,026 departments, and 144 graded schools, representing 1,117 departments.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR.

Less than 20 days	6,679
Between 20 and 50 days	13,403
Between 51 and 100 days	25,502
Between 101 and 150 days	22,034
Between 151 and 200 days	30,747
More than 200 days	836
Total	99,201

LENGTH OF THE SCHOOL YEAR

Number of schools open less than 20 days	6
Number of schools open between 51 and 100 days	213
Number of schools open between 101 and 150 days	401
Number of schools open between 151 and 200 days	976
Number of schools open over 200 days	574
Total	2,170

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES

Class of Certificate	No. of Teachers	Schools open the whole year			No. of Teachers	Schools open part of year		
		Salaries per Year				Salaries per Year		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male....	365	\$3000.00	\$650.00	\$1194.40	66	\$ 950.00	\$650.00	\$780.70
First, female	462	2100.00	600.00	859.36	175	900.00	600.00	725.35
Second, male	431	2000.00	500.00	842.87	157	1200.00	500.00	785.17
Second, fem.	1627	1350.00	580.00	783.27	368	960.00	580.00	753.25
Third, male...	47	1620.00	630.00	810.12	58	950.00	630.00	760.45
Third, fem....	101	1100.00	600.00	757.44	123	900.00	600.00	765.39
Permit, male	47	840.00	550.00	743.64	152	1200.00	550.00	771.40
Permit, fem.	117	900.00	550.00	734.95	261	960.00	450.00	717.60
Specialist, m.	32	2300.00	750.00	1520.62	.....	.....	.....	.....
Specialist, f.	18	1700.00	550.00	1044.16	.....	.....	.....	.....
Town Schools					Village Schools			
First, male....	208	\$3000.00	\$660.00	\$1450.29	57	\$1200.00	\$720.00	\$959.10
First, female	272	2100.00	625.00	906.55	41	1000.00	616.00	788.41
Second, male	64	1800.00	625.00	1060.76	74	1800.00	720.00	941.35
Second, fem.	610	1350.00	625.00	818.15	139	1000.00	700.00	777.49
Third, male...	4	1620.00	650.00	980.00	5	1080.00	780.00	952.00
Third, fem....	25	1100.00	700.00	776.40	6	780.00	720.00	740.00
Permit, male	.....	.....	.....	.....	1	780.00	780.00	780.00
Permit, fem.	.....	.....	.....	.....	6	780.00	450.00	640.00
Specialist, m.	32	2300.00	750.00	1520.62	.....	.....	.....	.....
Specialist, f.	18	1700.00	550.00	1044.16	.....	.....	.....	.....
Yearly Rural Schools					In All Schools			
First, male....	115	\$1200.00	\$650.00	\$801.65	431	\$3000.00	\$650.00	\$1147.70
First, female	156	900.00	600.00	771.40	637	2100.00	600.00	756.19
Second, male	301	1200.00	500.00	781.64	588	2000.00	500.00	841.39
Second, fem.	850	1200.00	580.00	758.27	1995	1350.00	580.00	792.40
Third, male...	38	1050.00	630.00	773.31	105	1620.00	630.00	800.47
Third, fem....	75	900.00	600.00	752.55	224	1100.00	600.00	766.25
Permit, male	46	840.00	550.00	742.77	199	1200.00	550.00	770.12
Permit, fem.	111	900.00	550.00	739.36	378	960.00	450.00	743.68
Specialist, m.	.....	.....	.....	.....	32	2300.00	750.00	1520.62
Specialist, f.	.....	.....	.....	.....	18	1700.00	550.00	1044.16

Number of teachers employed during some part of year.....	3963
Number of agreements with teachers recorded.....	4607
Number of classrooms in charge of teachers.....	3143
Number of supervisors, specialists, etc.....	50
Average salary per year in town schools.....	\$978.09
Average salary per year in village schools.....	853.24
Average salary per year in rural schools.....	765.01
Average salary per year in all schools.....	828.69

DEPARTMENT OF EDUCATION
SCHOOL DISTRICT DEBENTURES

Year	Debentures Authorized		Debentures Registered	
	No. of School Districts	Amount	No. of School Districts	Amount
1902.....	73	\$ 68,650	70	\$ 72,050
1903.....	83	108,135	93	109,285
1904.....	105	264,190	109	188,340
1905.....	120	159,325	111	228,725
1906.....	157	422,325	146	347,175
1907.....	171	674,515	135	485,165
1908.....	227	563,925	236	787,900
1909.....	204	978,550	207	975,950
1910.....	289	1,027,892	273	742,725
1911.....	312	1,524,707	277	1,501,560
1912.....	294	2,808,355	274	1,749,120
1913.....	278	2,893,628	278	3,925,505
1914.....	173	1,723,050	226	1,952,000
1915.....	146	513,235	142	495,885
1916.....	120	235,275	94	145,975

Debentures Sold Through Debenture Branch During 1916

65 Rural School Districts.....	\$ 69,125
9 Village and Town Districts.....	52,150
	<u>\$121,275</u>

RECEIPTS AND EXPENDITURES

Summary of Receipts and Expenditures of School Districts for the Year.

Receipts.

Cash on hand January 1st.....	\$ 476,031.96
Proceeds from debentures.....	155,883.53
Taxes collected.....	3,749,007.51
Government grants.....	553,141.44
Pupils' fees.....	7,646.31
Borrowed by note.....	1,105,538.26
Amounts advanced by treasurers.....	32,939.13
Received from other sources.....	1,163,227.25
	<u>\$7,243,415.39</u>

Expenditures.

Teachers' salaries.....	\$2,421,404.48
Officials' salaries.....	230,930.92
Paid on debentures.....	956,562.99
Paid on notes (renewals and interest).....	1,266,884.26
School buildings and repairs.....	325,297.24
School grounds.....	50,500.23
School furniture.....	59,026.49
Library and reference books.....	17,779.39
Apparatus and equipment.....	19,878.80
Supplies, stationery, etc.....	94,594.00
Caretaking and fuel.....	236,939.19
Insurance.....	29,197.49
Other expenditures.....	412,617.78
Balance on hand December 31st.....	1,121,801.13
	<u>\$7,243,415.39</u>

Compiled from financial statements received from 2,339 school districts.

COMPARATIVE STATEMENT showing Receipts and Expenditures of Town, Village and Rural School Districts for the year.

Receipts	Town and Village Districts	Rural Districts
Cash on hand January 1st.....	\$ 98,777.88	\$ 377,254.08
Proceeds of debentures.....	47,745.60	108,137.93
Taxes collected.....	1,900,334.33	1,848,673.18
Government grants.....	162,977.99	390,163.45
Pupils' fees.....	5,025.89	2,620.42
Borrowed by note.....	725,688.90	379,849.36
Amount advanced by treasurer.....	22,111.80	10,827.33
Other sources.....	1,116,595.68	46,631.57
	\$4,079,258.07	\$3,164,157.32
Expenditures		
Teachers' salaries.....	\$1,133,579.83	\$1,287,824.65
Officials' salaries.....	124,550.73	106,380.19
Paid on debentures.....	639,708.09	316,854.90
Paid on notes (renewals and interest).....	830,809.54	436,074.72
School buildings and repairs.....	136,029.78	189,267.46
School grounds.....	10,830.33	39,659.90
School furniture.....	9,734.89	49,291.60
Library and reference books.....	5,206.18	12,573.21
Apparatus and equipment.....	6,054.04	13,824.76
Supplies, stationery, etc.....	60,263.22	34,330.78
Caretaking and fuel.....	119,491.62	117,447.57
Insurance.....	9,027.42	20,170.07
Other expenditures.....	315,196.89	97,421.89
Total expenditure.....	\$3,400,482.56	\$2,721,131.70
Balance on hand December 31st.....	678,775.51	443,025.62
Total.....	\$4,079,258.07	\$3,164,157.32

COMPARATIVE STATEMENT showing Assets and Liabilities of Town, Village and Rural Districts for the Year.

Assets	Town and Village Districts	Rural Districts
Cash on hand.....	\$ 678,775.51	\$ 443,025.62
Arrears of taxes due.....	1,312,198.46	1,151,157.35
Estimated value of lands and buildings.....	11,421,004.52	2,744,092.73
Estimated value of furniture and apparatus.....	613,949.36	570,338.24
Estimated value of school libraries.....	41,272.50	93,115.20
Other assets.....	737,248.27	451,366.37
	\$14,804,448.62	\$5,453,095.51
Liabilities.		
Teachers' salaries.....	\$ 10,997.94	\$ 87,763.35
Debenture indebtedness.....	9,101,913.62	1,255,978.83
Outstanding accounts.....	961,837.55	371,996.64
Amounts due treasurers.....	12,257.54	2,658.30
Excess of assets over liabilities.....	4,717,441.97	3,734,698.39
	\$14,804,448.62	\$5,453,095.51

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the Year.

Assets

Cash on hand.....	\$ 1,121,801.13
Arrears of taxes due.....	2,463,355.81
Estimated value of lands and buildings.....	14,165,097.25
Estimated value of furniture and apparatus.....	1,184,287.60
Estimated value of school libraries.....	134,387.70
Other assets.....	1,188,614.64
	<hr/>
	\$20,257,544.13

Liabilities.

Teachers' salaries.....	\$ 98,761.29
Debenture indebtedness.....	10,357,892.45
Outstanding accounts.....	1,333,834.19
Amounts due treasurers for money advanced.....	14,915.84
Excess of assets over liabilities.....	8,452,140.36
	<hr/>
	\$20,257,544.13

COMPARATIVE COST OF EDUCATION

In All Schools—

Cost per pupil per year according to enrolment.....	\$44.09
Cost per pupil per year according to average attendance.....	72.53
Average cost per pupil for each day in attendance.....	30.24

In Ungraded Schools—

Cost per pupil per year according to enrolment.....	40.59
Cost per pupil per year according to average attendance.....	71.91
Average cost per pupil for each day in attendance.....	42.69

In Graded Schools—

Cost per pupil per year according to enrolment.....	47.06
Cost per pupil per year according to average attendance.....	72.99
Average cost per pupil for each day in attendance.....	37.07

In Town and Village Schools—

Cost per pupil per year according to enrolment.....	36.69
Cost per pupil per year according to average attendance.....	62.11
Average cost per pupil for each day in attendance.....	31.06

In City Schools—

Cost per pupil per year according to enrolment.....	54.26
Cost per pupil per year according to average attendance.....	79.43
Average cost per pupil for each day in attendance.....	44.05

PROVINCIAL CERTIFICATES GRANTED

	Alberta	Other Provinces	British Isles	Total	Grand Total
(a) Interim Certificates.					
First Class to Alberta Teachers.....	115	115	149
" " Teachers from Saskatchewan.....	.....	6	.....	.....
" " " " Ontario.....	.....	13	.....	.....
" " " " Manitoba.....	.....	4	.....	.....
" " " " Nova Scotia.....	.....	3	.....	.....
" " " " New Brunswick.....	.....	2	.....	.....
" " " " Quebec.....	.....	1	.....	.....
" " " " British Columbia.....	.....	4	.....	33
" " " " England.....	.....	.....	.....	.....
" " " " Scotland.....	.....	.....	.....	.....
" " " " Ireland.....	.....	.....	1	1
Second Class to Alberta Teachers.....	208	208	332
" " Teachers from Saskatchewan.....	.....	9	.....	.....
" " " " Ontario.....	.....	34	.....	.....
" " " " Manitoba.....	.....	13	.....	.....
" " " " Nova Scotia.....	.....	30	.....	.....
" " " " New Brunswick.....	.....	7	.....	.....
" " " " Quebec.....	.....	5	.....	.....
" " " " British Columbia.....	.....	16	.....	114
" " " " England.....	.....	.....	8	.....
" " " " Scotland.....	.....	.....	1	.....
" " " " Ireland.....	.....	.....	1	10
Third Class to Alberta Teachers.....	18	18	132
" " Teachers from Saskatchewan.....	.....	6	.....	.....
" " " " Ontario.....	.....	25	.....	.....
" " " " Manitoba.....	.....	11	.....	.....
" " " " Nova Scotia.....	.....	15	.....	.....
" " " " New Brunswick.....	.....	12	.....	.....
" " " " British Columbia.....	.....	2	.....	.....
" " " " Prince Edward Is.....	.....	15	.....	.....
" " " " United States.....	.....	23	.....	109
" " " " England.....	.....	.....	3	.....
" " " " Scotland.....	.....	.....	2	5
(b) Professional Certificates.					
First Class Professional Certificates.....	161	549
Second Class Professional Certificates.....	388	.....	.....	.....
(c) Provisional Certificates					
*Provisional Certificates (Permits).....	575	575
(d) Non-Professional Certificates					
Grade XII. Diplomas.....	112	3739
" XI. ".....	389	.....	.....	.....
" X. ".....	546	.....	.....	.....
" IX. ".....	775	.....	.....	.....
" VIII. " (Public School Leaving).....	1917	.....	.....	.....

NOTE.—Interim Certificates are granted to teachers who complete a course of training at one of our Provincial Normal Schools or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional Certificates are granted to teachers who have taken Normal Training and who have taught successfully in the province for at least one year on their Interim Certificates.

*Including Temporary Certificates to substitutes for teachers who were ill or who were required to attend Normal School.

ACADEMIC EXAMINATIONS, 1916.

	No. Who Wrote	No. Who Passed	No. Granted Conditional Standing
Grade VIII (Public School Leaving).....	2,684	1,917	....
Grade IX.....	1,263	775	....
Grade X.....	931	546	....
Grade XI.....	562	389	65
Grade XII.....	159	112	16
Special examinations and matriculants not included in above.....	133	.....	....
Commercial (First Year).....	95	43	....
Commercial (Second Year).....	34	21	....

CONVENTIONS.

The following Teachers' Conventions were held during the year:

Place of Meeting.	When Held.	Teachers' Attendance
Edmonton (Provincial).....	April 25th, 26th and 27th.....	1,171
Olds.....	Sept. 14th and 15th.....	66
Vegreville.....	Oct. 12th and 13th.....	114
Stettler and Coronation.....	Oct. 5th and 6th.....	103
Lethbridge.....	Oct. 5th and 6th.....	180
Medicine Hat.....	Oct. 26th and 27th.....	114
Daysland.....	Oct. 19th and 20th.....	59
Calgary.....	Oct. 26th and 27th.....	392
Lacombe.....	Oct. 5th and 6th.....	81
Hanna.....	Oct. 19th and 20th.....	61
Edmonton.....	Nov. 9th and 10th.....	570

STATEMENT of Free Texts Purchased and Distributed to Pupils.

Free Texts Purchased.

Year.	Agricultures	Phonic Primers	Primers	Firsts	Seconds	Thirds	Fourths
1908.....	.....	.....	19,712	15,283	14,896	15,077	8,104
1909.....	.....	.....	.....	.....	.....	5,095	5,095
1910.....	.....	.....	15,073	12,000	11,073	4,000	3,996
1911.....	.....	.....	15,000	3,500	4,000	3,000	2,500
1912.....	.....	.....	2,000	10,000	7,000	6,500	5,000
1913.....	.....	.....	15,000	12,000	9,753	10,000	9,000
1914.....	.....	.....	34,000	26,000	23,000	18,600	11,300
1915.....	12,000	20,000	9,072	7,560	7,000	9,000	9,000
1916.....	4,000	3,900	12,000	9,908	12,006	9,990	9,028
Totals.....	16,000	23,900	121,857	96,251	88,728	81,262	63,023

Free Texts Distributed

Year.	Agricultures	Phonic Primers	Primers	Firsts	Seconds	Thirds	Fourths
1908.....	.....	.....	12,802	9,721	9,577	8,727	6,262
1909.....	.....	.....	5,913	4,610	4,980	5,148	3,934
1910.....	.....	.....	12,180	5,373	7,765	5,820	3,897
1911.....	.....	.....	7,870	9,427	6,689	6,079	4,503
1912.....	.....	.....	11,366	8,601	7,542	7,728	4,499
1913.....	.....	.....	14,932	11,648	10,059	9,597	6,520
1914.....	.....	.....	15,076	12,352	10,627	9,509	7,773
1915.....	7,793	5,800	19,625	14,756	14,252	13,356	8,878
1916.....	5,631	10,523	13,028	11,580	10,469	10,339	6,884
Totals.....	13,424	16,323	112,792	88,068	81,760	76,303	53,650

Free Texts on Hand December 31st, 1916.

Year.	Agricultures	Phonic Primers	Primers	Firsts	Seconds	Thirds	Fourths
1916.....	2,576	7,577	9,065	8,183	6,968	4,959	9,373

TOWN DISTRICTS

No.	Name of District.	Teach- ers	Principal.	Enrolled
7	Edmonton	238	W. G. Carpenter	10,778
19	Calgary	204	A. M. Scott	10,566
47	Macleod	8	Chauncey D. Flint	361
51	Lethbridge	41	Jas. A. Davidson	2,063
76	Medicine Hat	58	Wm. E. Hay	2,424
91	Fort Saskatchewan	5	Jas. A. Younie	226
103	Gleichen	4	H. Dexter McKay	176
104	Red Deer	14	C. D. Locke	680
121	Pincher Creek	5	J. Stevenson	208
144	High River	9	Margaret M. Carr	392
178	Okotoks	5	A. V. Cameron	174
210	Innisfail	6	Jas. H. Main	304
235	Olds	7	Edwin T. Mitchell	288
243	Nelson	8	N. E. Carruthers	358
264	Wetaskiwin	15	A. C. Crosby	646
297	Leduc	4	H. R. Staples	199
423	Ponoka	7	Owen Williams	304
457	Cardston	11	J. W. Low	530
620	Magrath	8	Jared A. Mercer	331
628	Blairmore	5	C. R. Pearson	280
641	Lamont (Village)	2	J. M. Roxburgh	121
647	Galt (Village)	5	Paul H. Redd	201
652	Didsbury	6	T. W. Halligan	233
700	Raymond	11	Melvin T. King	465
730	Nanton	4	H. A. Newell	186
764	Claresholm	7	D. H. MacKenzie	323
839	Athabasca	3	Alice A. Allen	161
892	Irvine	3	P. S. Irwin	153
933	Taber	11	L. E. Lynd	439
944	Stavely	4	H. H. Costain	944
1216	Coleman	9	Walter S. Block	448
1289	Granum	3	Clement F. Nimmons	104
1315	Camrose	11	Daisy M. Ripley	500
1446	Vermilion Centre	7	R. B. Brooks	289
1475	Stettler	8	J. G. Ferguson	409
1480	New Vegreville	8	J. W. Ford	431
1539	Daysland	3	R. G. Dunbar	119
1587	Strathmore	4	H. C. Clark	155
1638	Stony Plain	2	C. G. Grant	110
1658	Wainwright	5	W. S. Brodie	225
1659	Hardisty	4	F. O. Foster	151
1861	Diamond City	1	H. D. Weaver	61
1883	Bow Island	3	G. C. Paterson	148
1939	Tofield	5	Jno. G. Niddrie	156
2087	Carmangay	3	X. P. Crispo	107
2092	Dennis	1	R. E. Clarke	63
2131	Bassano	4	W. A. Smith	186
2194	Castor	5	R. W. Fleming	253
2283	Redcliff	8	R. H. Liggett	291
2292	Beverly	5	H. J. Macdonald	239
2298	Edson	4	Wm. Garner	156
2335	Coronation	3	W. Larue Smith	148
2472	Drumheller	4	Oliver McKee	261
2567	Grouard	1	Evaline Hilliard	41
2912	Hanna	4	Erb De Bow	185
3	St. Albert	4	Sr. E. B. Savard	170
35	Thibault	2	Sr. H. Fortier	89

SEPARATE SCHOOLS.

1	Calgary	26	A. Bernard Macdonald	1,104
7	Edmonton	38	Sr. M. J. Quigley	1,418
8	Holy Cross	1	Theresa A. Thomas	54
9	Lethbridge	10	Sr. E. M. Byers	407
15	Sacred Heart	2	Sr. Marie Auge	80
16	St. Martin's	3	Sr. St. Ambrose	149
17	North Red Deer	2	Sr. Maria Roy	94
18	St. Michael's	3	Sr. M. L. Bonheur	153
20	Pontmain	2	Sr. M. G. Guerrier	97
21	St. Louis	3	Sr. M. L. Borgat	143
22	Grouard	1	Sr. Egbert	71

ATTENDANCE IN TOWN SCHOOLS.

Public Schools.

No.	Name of District.	Enrolled.	Average Attendance	Percentage of Attendance.
7	Edmonton.....	10,778	7,617.54	70.66
19	Calgary.....	10,566	7,175.05	67.90
47	Macleod.....	361	231.13	64.02
51	Lethbridge.....	2063	1428.76	69.25
76	Medicine Hat.....	2424	1641.54	67.72
91	Fort Saskatchewan.....	226	150.42	66.55
103	Gleichen.....	176	88.89	50.50
104	Red Deer.....	680	465.52	68.45
121	Pincher Creek.....	208	142.62	68.56
144	High River.....	392	259.04	66.08
178	Okotoks.....	174	120.46	69.22
210	Innisfail.....	304	125.34	41.23
235	Olds.....	288	195.70	67.95
243	Nelson.....	358	237.78	66.41
264	Wetaskiwin.....	646	448.22	69.38
297	Leduc.....	199	130.69	65.67
423	Ponoka.....	304	198.56	65.31
457	Cardston.....	530	345.13	65.11
620	Magrath.....	331	218.29	65.94
628	Blairmore.....	280	168.46	60.16
641	Lamont (Village).....	121	75.81	62.65
647	Galt (Village).....	201	119.33	59.36
652	Didsbury.....	233	140.72	60.39
700	Raymond.....	465	284.82	61.25
730	Nanton.....	186	112.52	60.49
764	Clareholm.....	323	223.25	69.11
839	Athabasca.....	161	86.01	53.42
892	Irvine.....	153	81.68	52.73
933	Taber.....	439	297.92	67.86
944	Stavelly.....	113	70.96	62.70
1216	Coleman.....	448	265.21	59.19
1289	Granum.....	104	56.51	54.33
1315	Camrose.....	500	299.11	59.82
1446	Vermilion Centre.....	289	186.31	64.46
1475	Stettler.....	409	241.66	59.08
1480	New Vegreville.....	431	244.28	56.67
1539	Daysland.....	119	70.01	63.86
1587	Strathmore.....	155	101.20	65.29
1638	Stony Plain.....	110	67.91	61.73
1658	Wainwright.....	225	141.48	62.88
1659	Hardisty.....	151	87.71	58.08
1861	Diamond City.....	61	33.60	55.08
1883	Bow Island.....	148	74.20	50.13
1939	Tofield.....	156	147.07	94.27
2087	Carmanagay.....	107	91.29	81.45
2092	Dennis.....	63	37.29	59.19
2131	Bassano.....	186	106.38	57.19
2194	Castor.....	253	137.37	54.29
2283	Redcliff.....	291	198.46	68.19
2292	Beverly.....	239	142.25	59.51
2298	Edson.....	156	83.50	53.52
2335	Coronation.....	148	80.34	54.28
2472	Drumheller.....	261	131.18	50.26
2567	Grouard.....	41	20.34	49.60
2912	Hanna.....	185	93.54	50.55
3	St. Albert.....	170	106.93	62.78
35	Thibault.....	89	53.79	60.43

Separate Schools.

1	Calgary.....	1,104	681.13	61.69
7	Edmonton.....	1,418	928.31	65.50
8	Holy Cross.....	54	32.31	59.83
9	Lethbridge.....	407	319.24	78.43
15	Sacred Heart.....	80	50.58	63.22
16	St. Martin's.....	149	89.56	60.77
17	North Red Deer.....	94	48.56	51.65
18	St. Michael's.....	153	92.46	60.43
20	Pontmain.....	97	45.32	46.72
21	St. Louis.....	143	91.00	63.63
22	Grouard.....	71	44.94	63.29

EDUCATIONAL INSTITUTIONS NOT DIRECTLY UNDER CONTROL OF DEPARTMENT.

Name of Institution.	Class.	Location.	Number of Pupils under 14.		Number of Pupils 14 and over.		Preparation for Prov. Dept. Exams.
			Boys	Girls	Boys	Girls	
St. Hilda's College.	Preparatory and Secondary	Calgary	---	30	---	6	Yes.
Alberta Ladies' College of Red Deer.	Preparatory, Secondary, Commercial, Music.	Edmonton South.	---	18	---	41	Yes.
Western Canada College.	Preparatory, Secondary.	Calgary	37	37	43	43	Matric. only
Alberta College.	Preparatory, Theological	Edmonton South.	---	---	66	54	Yes.
Jesuit College.	Preparatory, Secondary, Commercial, Theological	Edmonton.	2	---	37	---	No.
Juniorate of St. John the Apostle.	Preparatory, Secondary, Theological, Commercial	Edmonton South.	---	---	37	---	No.
Alberta Academy.	Preparatory, Theological	Lacombe.	40	30	70	60	No.
Alberta College North.	Preparatory, Commercial, Music, Expression	Edmonton.	100	150	---	---	Yes.
Knight Academy.	Preparatory, Secondary, Theological, Music, Commercial	Raymond	---	---	40	105	Yes.
McTavish Business College.	Commercial	Edmonton	---	---	40	190	No.
Coupland School and Pioneer Business College.	Commercial	Calgary	10	9	---	---	No.
Seventh Day Adventist School.	Preparatory	Edmonton South.	---	---	1	2	Yes.
Camrose Lutheran College.	Preparatory, Secondary, Commercial	Canrose.	---	---	46	56	Yes.
St. Francis Xavier R.C. Boarding School.	Preparatory	Sturgeon Lake Res.	4	5	---	---	No.
St. Henry's Boarding School No. 1.	Secondary	Fort Vermilion.	5	5	2	3	No.
St. Henry's Boarding School No. 2.	Preparatory	Fort Vermilion.	12	7	---	---	No.
St. Theresa's Academy.	Elementary	Medicine Hat.	19	30	1	---	No.
St. Anthony's R. C. Boarding School.	Elementary	Union Lake, Sask.	27	30	5	7	No.
St. Paul's Mission School.	Preparatory	Chipewyan	9	8	1	---	No.
St. Joseph's School and Orphanage.	Preparatory	Mundare.	34	37	2	2	No.
Erminskin's Boarding School.	Preparatory	Hobbema.	29	23	8	7	No.
St. Joseph's Convent.	Preparatory	North Red Deer.	23	55	---	10	Yes.
Seminary of the Holy Family.	Preparatory	St. Albert.	20	---	17	---	No.
Church of England Indian Boarding School.	General Instruction	Brocket.	13	12	6	4	No.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1916.

Name.	No.	Date of Erection.	Twp.	Rge.	M.	Trustee.
Alderson.....	3328	Jan. 4	2-1	22-21	4	H. W. Harper
Shanks Lake.....	3329	Jan. 4	2-1	20-21	4	Albert O. Fisher
Golden Meadow.....	3330	Jan. 12	81	1	6	A. B. Stayner
Cavell.....	3331	Jan. 25	60-59	5-4	5	W. Wallace
North Hampton.....	3332	Jan. 25	25-24	9-8	4	E. J. Kolberg
Mizpah.....	3333	Jan. 25	26	14-13	4	C. Tompkins
Mountain Park.....	3334	Feb. 3	46-45	23	5	A. Longhurst
Riseholme.....	3335	Feb. 5	34	2	4	D. W. McLeod
Shelton.....	3336	Feb. 22	59	11	4	G. Slorah
Moore.....	3337	Feb. 22	36	10	4	J. A. Crover
Adshead.....	3338	Mar. 11	36	20	4	Edwin W. Adshead
Duck Lake.....	3339	Mar. 11	61	11	4	C. A. Babcock
Excelda.....	3340	Mar. 11	31	2	4	Wm. Dalton
Galarneauville.....	3341	Mar. 11	25	15	4	H. A. Billow
Laketon.....	3342	Mar. 23	37	20	4	P. H. Thibaudeau
Genesee.....	3343	Mar. 23	51-50	3	5	J. Lenehan
West Centre.....	3344	Mar. 23	49	2	4	H. Wickenden
Chip Lake.....	3345	Mar. 23	58	7	5	J. R. Wilson
Percy Lake.....	3346	Mar. 23	49	10	4	John Jackson
Mellowdale.....	3347	Mar. 23	61	3	5	Ludwig Benn
Rife.....	3348	April 11	60	7	4	E. A. Richardson
East Park.....	3349	April 15	64	20	4	J. R. Tibbetts
New Holland.....	3350	April 17	17	8	4	John Rientjes
Myrtle Dell.....	3351	April 20	2	8	4	
Huckleberry.....	3352	April 26	10	18	4	Carl A. Winberg
South Barnwell.....	3353	April 26	8	17	4	J. W. Anderson
Eastgate.....	3354	May 6	57	22	4	A. Simpson
Crocus.....	3355	May 8	29	7	4	Fred J. Maris
Lonesome Pine.....	3356	May 11	45	1	5	W. S. Dye
Mooreville.....	3357	May 11	49	12	4	Andrew Maloney
Thelma.....	3358	May 11	41	9	4	O. M. Hinkley
Harvest Vale.....	3359	May 11	14	7	4	P. H. Wedderburn
Lynx.....	3360	May 11	47	9	4	V. Wilson
Spirit City.....	3361	May 11	78	6	6	C. W. Gough
Plain Butte.....	3362	May 11	10	22	4	W. H. McIlroy
Crosslynde.....	3363	May 15	46	1	4	R. J. Robinson
Nose Hill.....	3364	May 15	37	8	4	Edward J. Mills
Caseyville.....	3365	May 15	37	9	4	A. H. Morton
Yates.....	3366	May 20	54	16	5	Johan Johnson
Wolf Creek.....	3367	May 20	53	16	5	John Carpenter
Hohn.....	3368	May 22	42	2	5	Joseph Hohn
Bouchard.....	3369	May 29	60	24	4	J. P. Gosche
Lyncot.....	3370	May 29	40	19	4	W. C. Proctor
LaGlance.....	3371	June 21	74	8	6	F. G. Weber
Upland.....	3372	June 24	35	1	4	Anton Fisher
Calahoo.....	3373	June 24	54	27	4	C. W. McTeeters
(before Hilldale)						
Elmwood.....	3374	June 24	30	4	5	G. A. Gostnell
Spondon.....	3375	June 24	33	12	4	F. W. Fleming
Alliance.....	3376	June 24	40	13	4	Ross Taylor
Ste. Cecile.....	3377	June 24	64	12	4	J. U. Morin
Northland.....	3378	June 24	34	9	4	George McGowan
Endon.....	3379	June 24	6	8	4	C. H. Dillenbeck
Kern.....	3380	July 14	28	23	4	H. Forseh
St. Eloi.....	3381	July 14	23	10	4	W. Denton
McLenan.....	3382	July 14	77	19	5	Louis Benoit
Millerfield.....	3383	July 14	28	18	4	J. H. Weymark
Yuma.....	3384	July 22	59	15	4	J. C. Bouchart
Shakespeare.....	3385	July 25	60	20	4	Robert Fletcher
Jenner.....	3386	July 28	21	9	4	D. A. McCrimmon
Scollard.....	3387	July 28	34	21	4	Rufus Thomas

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1916—*Continued.*

Name.	No.	Date of erection	Twp.	Rge.	M.	Trustee
Big Timber.....	3388	July 28	42	20	4	E. A. Hunter
Atlee.....	3389	July 28	22	7	4	V. Duport
Silverwood.....	3390	July 28	77	5	6	J. R. Murray
Long Beach.....	3391	July 28	25	21	4	E. A. Wagler
Greenleaf.....	3392	July 28	32	22	4	W. J. Hein
Lola May.....	3393	July 28	29	10	4	Otto Kausasch
Spring Park.....	3394	July 28	57	6	4	W. R. VanNatter
Sweetbrier.....	3395	July 28	16	9	4	J. M. Foughty
Underwood.....	3396	July 28	49	9	4	Richard Erickson
Green Meadow.....	3397	Dec. 31	41	2	4	John McMan
Drostan.....	3398	Dec. 31	54	16	5	T. Forsyth
Flying Shot.....	3399	July 28	71	6	6	H. B. Clifford
North Gadsby.....	3400	July 31	39	17	4	Jacob Henry
Black Mountain.....	3401	Aug. 7	11	1	5	J. E. Hodgson
Reyda.....	3402	Aug. 17	83	25	5	L. Larson
Crystal Creek.....	3403	Aug. 17	72	4	6	C. W. Crove
Pansy.....	3404	Aug. 17	42	6	4	R. N. Thomas
Irene.....	3405	Aug. 21	65	12	4	A. Gagnon
West Sundial.....	3406	Aug. 25	13	20	4	R. Saunders
South Sundial.....	3407	Aug. 25	13	20	4	M. D. Mills
North Sundial.....	3408	Aug. 25	13	20	4	Elmer Jones
New Ribstone.....	3409	Aug. 28	43	2	4	
Pibroch.....	3410	Aug. 28	61	26	4	Thos. W. Garde
Gedeon Lake.....	3411	Aug. 28	56	7	4	A. Borowsky
Seven Nations.....	3412	Aug. 28	42	19	4	J. H. Olsen
Compeer.....	3413	Sept. 20	34	1	4	R. Bartel
Over.....	3414	Sept. 20	46	12	4	J. F. Borke
Birdsview.....	3415	Sept. 20	38	6	4	Ed. Weatherly
Carleton.....	3416	Sept. 20	50	7	4	J. Caldwell
Lathom.....	3417	Sept. 20	20	17	4	D. T. Bennett
Bentley.....	3418	Sept. 20	34	11	4	Henry Thompson
Marby.....	3419	Sept. 20	31	8	4	G. E. Carlton
Jennings.....	3420	Sept. 20	25	11	4	O. O. Jamison
Crickledale.....	3421	Sept. 20	43	10	4	Henry Mathews
East Burdett.....	3422	Sept. 26	10	11	4	Karl Kumlin
Gordon Park.....	3423	Nov. 9	30	10	4	Hugh Dewar
Forestburg.....	3424	Nov. 10	42	15	4	W. C. Banks
Tipperary.....	3425	Nov. 10	56	4	5	Wm. McKenzie
Mosher.....	3426	Nov. 10	28	23	4	Jacob Neher
Stonehenge.....	3427	Nov. 10	33	20	4	F. J. Potter
Kleskun Hill.....	3428	Nov. 10	72	4	6	W. C. Rankin
Grasswold.....	3429	Nov. 10	26	22	4	L. W. Coinstock
Pegan.....	3430	Nov. 10	7	5	4	
Red Star.....	3431	Nov. 10	81	2	6	H. H. Croxton
Glengile.....	3432	Nov. 10	35	12	4	James Grant
Inglis.....	3433	Nov. 10	27	3	5	Wm. J. Milligan
Leaman.....	3434	Nov. 10	53	11	5	H. Bishop
Clymont.....	3435	Nov. 10	51	26	4	C. W. Carleton
Glen Rock.....	3436	Nov. 10	27	28	4	
Shaftesbury.....	3437	Nov. 10	82	24	5	H. F. LaFollette
Dilo.....	3438	Nov. 10	57	18	4	Kasimier Galik
Nemiskam.....	3439	Nov. 17	6	10	4	J. F. English
South Nemiskam.....	3440	Nov. 17	6	10	4	Edward Tompson
Swan.....	3441	Dec. 11	27	9	4	Evan Ellis
Willowby.....	3442	Dec. 11	47	6	4	Fred Arthur
Stover.....	3443	Dec. 20	3	16	4	C. C. Stover
Brookport.....	3444	Dec. 19	3-2	16-17	4	J. A. Jockem
Winlaw.....	3445	Dec. 19	3	16	4	S. I. Harris
Red Cross.....	3446	Dec. 11	18	24	4	J. A. Rushfeldt
Donaldson.....	3447	Dec. 11	34	22	4	J. E. MacDonald

CONSOLIDATED SCHOOL DISTRICTS ERECTED DURING THE YEAR 1916

Name.	No.	Date of Erection	Twp.	Rge.	M.	Secretary.
Bideford.....	13	Feb. 5	34	2	4	L. A. Walker
Carseland.....	14	Mar. 30	21	26	4	Chas. McAdams
Barnwell.....	15	April 26	9	17	4	Jas. F. Johnson
Chinook.....	16	May 8	29	7	4	Lorne Proudfoot
Nose Hill.....	17	May 15	37	8	4	E. J. Mills
Wolf Creek.....	18	May 22	54	16	5	J. H. Smith
Rimbey.....	19	May 22	42	2	5	John G. Hathaway
Lomond.....	20	May 22	16	19	4	A. W. Sullock
Gadsby.....	21	July 31	39	17	4	Harry Van Allen
Sundial.....	22	Aug. 25	13	19	4	
Burdett.....	23	Sept. 26	10	12	4	R. H. Ostrum
Jenner.....	24	Oct. 26	21	9	4	E. E. Sparks
Fosk.....	25	Nov. 1	17	2	5	E. C. Sanders
Scotfield.....	26	Nov. 9	30	10	4	C. A. McDonald
Nemiskam.....	27	Nov. 17	6	10	4	
Milk River.....	28	Dec. 19	3	16	4	J. A. Jockenn



1915



STAFF AND STUDENTS OF SUMMER SCHOOL FOR TEACHERS, 1916.

UNIVERSITY OF ILLINOIS-URBANA



3 0112 105574799